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ABSTRACT

This guide is one of a series designed for teachers, supervisors, and curriculum specialists in communication arts, mathematics, science, and social studies. The series incorporates new topics and concepts from the corresponding New York State Education syllabi, and is intended to give educators a sense of the continuum within a particular subject area, as well as a knowledge of the content and basic skills needed in these disciplines at each grade level. The guide on communication arts has been organized by grade, from prekindergarten through grade 12. The objectives for each grade are divided into two sections, "Listening/Speaking" and "Reading/Writing." Although the outcomes have been divided for ease of understanding, it is expected that they will be achieved through an instructional program which integrates listening, speaking, reading, and writing. (MS)

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essential learning outcomes

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Essential Learning Outcomes

COMMUNICATION ARTS

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FOREWORD

Since the publication of *Minimum Teaching Essentials*, the State Education Department has restructured educational requirements as outlined in the Regents Action Plan.

Effective implementation of these changes necessitates extensive and ongoing staff and curriculum development in all subject areas. In response to the need for a comprehensive overview of the learning outcomes to be expected, from Kindergarten through Grade 12, the Division has prepared this edition of *Essential Learning Outcomes*.

These *Essential Learning Outcomes*, in communication arts, mathematics, science, and social studies, incorporate the new topics and concepts of the corresponding State Education syllabi, and have been designed to give educators a sense of the continuum within a particular subject area, as well as a knowledge of the content and basic skills needed in these disciplines at each grade level. In the social studies area in particular, the concepts of human rights and the value of all human beings in a multicultural, multi-ethnic society have been integrated into the *Outcomes*.

We hope that you, the teachers and supervisors of New York City, will find these guides useful in defining the educational goals and objectives for all students in general and special education. The implementation of these essential learning goals and objectives in the classroom can be realized only with the dedication of the entire New York City educational community.

Pearl M. Warner
Executive Director (Acting)
Division of Curriculum and Instruction

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INTRODUCTION:

An Integrated Curriculum in the Communication Arts*

The ability to use language effectively is appropriately described as an art. As a painter uses colors and shapes, and a sculptor uses materials and forms, so the writer and speaker use words and structures to create images for the reader or listener. Through language, people share stories, traditions, and values; they inform, describe, and explain; they modify their behavior or the behavior of others; they provide and experience pleasure.

Students skilled in using the communication arts of listening, speaking, reading, and writing will be better able to confront, assimilate, and communicate experience. To help students use language effectively and appreciate fully the oral and written expression of others, a well-designed communication arts program ensures that students will learn to use language to:

- gain information, discover meaning, understand logical relationships, and make judgments through critical listening, reading, and viewing.
- speak, write, and solve problems creatively.
- communicate emotions, ideas, opinions, values, experiences, and information.
- discover both the power and the beauty of literature as a mirror of human experience, reflecting human motives, conflicts, values, and traditions.

The *Essential Learning Outcomes,* and the New York State English Language Arts syllabus on which they are based, recognize the importance of basic skills and competencies and place them within an integrated program that both supports and capitalizes on the connections among the language arts. Communication is itself an integrated act involving a variety of skills simultaneously performed. Viewing a work of art, attending a performance, evaluating media communications, reading a work of literature—all involve a variety of complex and interrelated language skills. Instruction in reading, writing, listening, and speaking can be both more efficient and more effective if their related qualities and characteristics are emphasized.

An integrated curriculum is essential if schools are to meet the above goals and help students become proficient at communicating in English. An integrated curriculum is appropriate because it acknowledges the inseparable relationship between the language arts and communication. It is efficient because it links content to the language and thinking skills used in learning that content. It is effective because it discourages instruction that isolates and fragments language skills in artificial, easily measured teaching sequences that ignore, or even contradict, the way students actually learn.

An integrated curriculum in the communication arts is one in which:

- reading, writing, listening, and speaking are taught within a "literate environment" in contexts that are meaningful to the student.

*Excerpted and adapted from *English Language Arts Syllabus K-12,* New York State Education Department, 1988.

- reading, writing, listening, and speaking are considered language processes that interact in various ways to allow communication to occur.
- language study happens naturally as part of helping students become clear, precise, effective communicators.
- formal evaluation of subskill mastery is de-emphasized in favor of methods that allow for observation of students actively engaged in the communication process.

A Literate Environment

Dynamic communication flourishes in an environment where language is used in a variety of meaningful experiences and activities. Students read and write every day, and they talk about the books they are reading and the pieces they are writing. They share their knowledge, strategies, and reactions with partners and group members. They have a curiosity about language, and they enjoy using language effectively and imaginatively. Their work is valued, and they have a role in the evaluation process.

In a literate environment, teachers serve as role models, reading aloud from favorite books, sharing drafts of their writing and eliciting comments, and modeling appropriate listening and speaking skills. Their awareness of individual needs and developmental stages is reflected in verbal feedback and assigned activities.

In a literate environment, workbooks are used sparingly, and basal readers and anthologies are supplemented by nonfiction, contemporary and traditional literature, newspapers, periodicals, and nonprint media. Reading, writing, listening, and speaking are used as vehicles for learning, both in the communication arts and in the content areas.

Administrators can ensure that reading, writing, listening, and speaking are natural and integral components of the curriculum by emphasizing to parents and teachers the importance of a literate environment as early as prekindergarten and kindergarten. Administrators can also help by providing opportunities for staff development; allowing flexibility in classroom organization and management; assuring that appropriate books, supplies, and resource materials are readily accessible; and personally demonstrating the importance of effective communication skills.

The Communication Arts as Process

Any participation in communication is an involvement with process. For the reader, writer, listener, or speaker, the process involves preparation (pre-action), engagement (action), and response (reaction). Skillful readers plan, monitor, respond to, reflect on, and apply their reading. Effective writers plan, draft, revise, edit, and publish their writing. Skillful listeners focus on, attend to, and react to a message. Effective speakers prepare, present, and revise their message in response to feedback. Although these various phases are recursive and overlapping, each one needs attention. Within each phase of reading, writing, listening, and speaking, specific skills are needed for that process to function effectively.

Teachers who work from a process perspective are aware of the importance of metacognitive skills. Metacognition, or "knowing about knowing," is the ability to recognize and develop control over how one learns. Instruction that capitalizes on and assists the ways learners acquire, understand, convey, and remember information and ideas is important for all students. Such instruction can help those with handicapping conditions become aware of their personal learning styles and needs for special interventions. When students share and question their personal learning strategies, the role of reading, writing, listening, and speaking in the learning process quickly becomes apparent.

In a process curriculum, communication arts instruction focuses on the creation and comprehension of meaning for a variety of purposes and audiences. Skills taught in the context of enhancing or clarifying meaning suggest an optimum time for instruction or reinforcement. Thus, taking and giving messages is related to listening and speaking for social interaction; arranging information in chronological order is related to the purpose of narrating events; distinguishing between fact and opinion is related to the purpose of reading for critical analysis and evaluation.

The *Essential Learning Outcomes* which follow outline the goals and objectives which communication arts curricula and their concomitant instructional programs should be designed to achieve.

How To Use This Book

This volume has been designed for use by teachers, supervisors, and curriculum specialists.

Teachers will be able to review the curriculum goals and objectives in order to gain a clear view of what concepts and skills students are expected to have mastered by the end of a particular grade. The teacher will then be able to select appropriate ways of ensuring that his/her instructional program is designed to achieve those goals and objectives. Teachers will also be able to review the previous grade's outcomes in order to ensure continuity of instruction.

Supervisors will be able to meet with teachers who are teaching the same grade in order to ensure that all understand the goals and objectives for the year's work. Such grade-level meetings may subsequently be focused on collaborative efforts to identify units of instruction for achieving the year's goals. Further, supervisors will be able to look across several grade levels in order to ensure that each grade level builds upon the previous year's work and lays the foundation for future study.

Curriculum specialists will be able to use the *Essential Learning Outcomes* as a vehicle for reviewing existing curricula in order to determine areas in need of strengthening through a curriculum revision process. For those developing new curricula, the *Outcomes* will serve as the framework within which all curricula must fit. Curriculum writers will be able to identify specific objectives and design and write curricula to achieve those goals.

This guide has been organized by grade from prekindergarten through grade twelve. The objectives for each grade are divided into two sections, "Listening/Speaking" and "Reading/Writing." Although the outcomes have been divided for ease of understanding, it is expected that they will be achieved through an instructional program which integrates listening, speaking, reading, and writing.

Communication Arts—Prekindergarten

LISTENING AND SPEAKING STRAND

PURPOSE I: Understanding Spoken Language

GOAL 1: Children will begin to improve auditory skills of perception, discrimination, and memory.

Instructional Objectives

Children will begin to:

- identify common sounds in the environment.
- distinguish between sounds.
- recall a sound or sequence of sounds.
- expand understandings of familiar and new vocabulary.
- identify rhyming words.
- recognize that voice shows feeling or emotion.

GOAL 2: Children will begin to develop and improve auditory comprehension skills.

Instructional Objectives

Children will begin to:

- follow simple oral directions.
- recall two sequentially related directions.
- understand story content:
  - — recall details;
  - — understand cause and effect;
  - — predict outcomes.
- understand spoken information.
- listen with interest.

GOAL 3: Children will begin to develop positive listening behaviors and attitudes.

Instructional Objectives

Children will begin to:

- enjoy listening to adults and other children.
- choose tapes and records as a listening activity.
- increase span of attention.

PURPOSE II: Expressing Spoken Language

GOAL 1: Children will begin to develop and improve speaking skills.

Instructional Objectives

Children will begin to:

- participate in group games.
- repeat lyrics of fingerplays, poems, songs.
- ask questions.
- report informally.
- express opinions.
- engage in group discussions.
- learn and use new spoken vocabulary.
- discuss pictured objects.
- express feelings and thoughts in words, phrases, or sentences.
- understand and describe feelings of story characters.
- converse informally with children and adults.
- exchange ideas.
- share stories, songs, poems.

GOAL 2: Children will begin to develop and exhibit positive attitudes and behaviors when speaking.

Instructional Objectives

Children will begin to:

- take pleasure in the exchange of ideas.
- enjoy sharing stories, songs, poems.
- take pleasure in learning and using new words.
- converse informally with classmates and adults.
- volunteer to talk about personal experiences.
- show interest in listener's reactions.
- use expressions such as "excuse me," "please," "thank you."
- respond verbally to greetings.

READING AND WRITING STRAND

PURPOSE I: Developing Reading Skills

GOAL 1: Children will begin to develop and refine their visual perception, discrimination, and memory skills.

Instructional Objectives

Children will begin to:

- match objects.
- match shapes/forms.
- match pictures.
- locate a picture on a page.
- notice details in pictures.
- continue a simple pattern.
- recall a missing object in a group.
- identify letters.
- classify objects that are similar and different.
- recognize size relationships.
- identify/distinguish colors.
- identify/compare shapes.

GOAL 2: Children will begin to develop and improve their abilities to recognize sight words and new vocabulary.

Instructional Objectives

Children will begin to:

- be aware of print in environment:
  - — use name labels;
  - — use information charts;
  - — contribute to experience charts.
- recognize familiar words and names, e.g., exit, stop.

GOAL 3: Children will begin to develop beginning reading comprehension skills.

Instructional Objectives

Children will begin to:

- look at books.
- interpret pictures.
- describe objects, people, situations.
- classify information.
- make associations.
- recall sequence.
- share a personal experience.

GOAL 4: Children will begin to develop phonetic analysis skills.

Instructional Objectives

Children will begin to:

- become aware of letter sounds.
- use rhyming words in songs and poems.

GOAL 5: Children will begin to develop study skills.

Instructional Objectives

Children will begin to:

- identify parts of a book, e.g., cover, title, front, back.
- look at books from front to back.
- handle books with care.

GOAL 6: Children will begin to develop and exhibit positive attitudes and behaviors toward reading.

Instructional Objectives

Children will begin to:

- practice reading-like behavior.
- enjoy good literature and poetry.
- demonstrate interest by exhibiting good listening habits.
- react with pleasure to visual stimuli.
- respond to books with interest and joy.
- have favorite stories.

PURPOSE II: Developing Writing Skills

GOAL 1: Children will begin to develop and improve fine motor skills necessary for writing.

Instructional Objectives

Children will begin to:

- put together simple puzzles.
- fingerpaint designs, pictures, shapes.
- string beads.
- use clay.
- paste pictures/shapes to background sheet.
- pour liquids, e.g., juice, paint.
- hold and use crayons.
- use wide paint brushes.
- tear paper.
- use scissors.
- waterpaint at chalkboard.

GOAL 2: Children will begin to develop and improve early writing skills.

Instructional Objectives

Children will begin to:

- associate oral language with print.
- use different writing materials.
- experiment with pictures, symbols, letter shapes.
- write first name.

Communication Arts—Kindergarten

LISTENING AND SPEAKING STRAND

PURPOSE I: Understanding Spoken Language

GOAL 1: Children will begin to improve auditory skills of perception, discrimination, and memory.

Instructional Objectives

Children will:

- identify common sounds in the environment.
- distinguish between sounds.
- distinguish sound characteristics: volume, pitch.
- recall a sound or sequence of sounds.
- distinguish between words.
- identify and supply rhyming words.
- distinguish between beginning sounds in words.

GOAL 2: Children will begin to develop and improve auditory comprehension skills.

Instructional Objectives

Children will:

- follow simple oral directions.
- recall two sequentially related directions.
- recall a series of consecutive directions.
- understand story content:
  - — recalling details;
  - — recalling sequence;
  - — making inferences;
  - — understanding cause and effect;
  - — predicting outcomes;
  - — retelling a story.
- understand spoken information.

GOAL 3: Children will begin to develop positive listening behaviors and attitudes.

Instructional Objectives

Children will:

- enjoy listening to adults and other children.
- show interest in the ideas of others.
- choose tapes and records as a listening activity.
- increase span of attention.

PURPOSE II: Expressing Spoken Language

GOAL 1: Children will begin to develop and improve speaking skills.

Instructional Objectives

Children will:

- participate in group games and chants.
- repeat lyrics of fingerplays, poems, songs.
- ask questions.
- report informally.
- express opinions.
- engage in group discussions.
- learn and use new spoken vocabulary.
- discuss pictured objects.
- express feelings and thoughts in words, phrases, or sentences.
- understand and describe feelings of story characters.
- retell familiar stories in sequence.
- interview people.
- tell how an activity will be conducted.
- explain why a course of action will be carried out.

GOAL 2: Children will begin to develop and exhibit positive attitudes and behaviors when speaking.

Instructional Objectives

Children will:

- take pleasure in the exchange of ideas.
- enjoy the sharing of original stories, songs, poems.
- take pleasure in learning and using new words.
- converse informally with classmates and adults.
- volunteer to talk about personal experiences.
- show interest in listener's reactions.
- use expressions such as "excuse me," "please," "thank you."
- respond verbally to greetings.

READING AND WRITING STRAND

PURPOSE I: Developing Reading Skills

GOAL 1: Children will develop and refine their visual perception, discrimination, and memory skills.

Instructional Objectives

Children will:
- identify pantomined actions.
- recognize size relationships.
- identify/distinguish colors.
- identify/compare shapes.
- match objects.
- match shapes/forms.
- match pictures.
- match and distinguish letters.
- begin to distinguish left and right.
- distinguish figure from background.
- locate a picture on a page.
- notice details in pictures.
- continue a simple pattern.
- recall a missing object in a group.
- identify capital and lower-case letters.

GOAL 2: Children will develop and improve their abilities to recognize sight words and new vocabulary.

Instructional Objectives

Children will:
- be aware of print in environment:
  - — use name labels;
  - — use information charts;
  - — dictate stories for experience charts;
  - — observe labeling by teacher of objects in the room;
  - — observe labeling by other children.
- make picture/word associations.
- recognize familiar words and names, e.g., exit, stop.
- begin to use context for unfamiliar words.

GOAL 3: Children will start to develop beginning reading comprehension skills.

Instructional Objectives

Children will:
- look at books.
- participate in group dictation activities.
- participate in individual dictation.
- interpret pictures.
- describe objects, people, situations.
- supply words in context.
- classify information.
- make picture/word associations.
- participate in oral narratives:
  - — retell an experience in sequence;
  - — participate in meaningful dialogues.
- identify details in a story.
- follow simple written directions.

GOAL 4: Children will begin to develop phonetic analysis skills.

Instructional Objectives

Children will:
- identify letters.
- match capital and lower-case letters.
- discriminate between similar words.
- use rhyming words in songs and poems.
- make sound/symbol correspondence.
- identify consonants.

GOAL 5: Children will begin to develop library skills.

Instructional Objectives

Children will:
- identify parts of a book, e.g., title, author.
- locate parts and pages of a book.
- use parts of a book.

GOAL 6: Children will develop and exhibit positive attitudes and behaviors toward reading.

Instructional Objectives

Children will:
- practice reading-like behavior.
- enjoy good literature and poetry.
- demonstrate interest by exhibiting good listening habits.
- react with pleasure to visual stimuli.
- read and respond to books with interest and joy.
- ask for specific books to be read again.

PURPOSE II: Developing Writing Skills

GOAL 1: Children will develop and improve fine motor skills necessary for writing.

Instructional Objectives

Children will:

- put together simple puzzles.
- fingerpaint designs, pictures, shapes.
- string beads.
- use clay.
- paste pictures/shapes to background sheet.
- pour liquids, e.g., juice, paint.
- draw simple pictures/shapes.
- hold and use crayons.
- hold and use pencils, markers.
- use wide, then narrower, paint brushes.
- manipulate scissors and cut.
- fold paper.
- waterpaint at chalkboard.
- trace lines and shapes on the chalkboard, on paper, in sand.
- copy lines and shapes.
- trace names, letters, words.
- copy names, letters, words.

GOAL 2: Children will develop and improve early writing skills.

Instructional Objectives

Children will:

- associate oral language with print.
- invent symbols to carry messages.
- use different writing materials.
- experiment with letter shapes.
- write letters and words.
- use invented spelling to write new words.
- establish line-to-line progression.
- use spaces between words.
- write sentences.
- use appropriate punctuation.
- begin to write own stories.

GOAL 3: Children will develop and exhibit positive attitudes and behaviors toward writing.

Instructional Objectives

Children will:

- practice writing-like behaviors.
- show pride in growing mastery.
- take pleasure in writing original stories.
- enjoy reading written work to others.
- choose writing as an activity.

Communication Arts—Grade 1

LISTENING AND SPEAKING STRAND

PURPOSE I: Understanding Spoken Language

GOAL 1: Children will continue to improve auditory skills of perception, discrimination, and memory.

Instructional Objectives

Children will:
- identify common sounds in the environment.
- distinguish between sounds.
- distinguish sound characteristics: volume, pitch.
- recall a sound or sequence of sounds.
- identify first and last sound in a word.
- identify rhyming words.
- distinguish between words.
- distinguish between beginning consonant sounds in words.
- distinguish changes in rhythm.
- distinguish between final consonants.
- distinguish between syllables.
- recognize that voice shows feeling or emotion.
- distinguish between medial consonants.

GOAL 2: Children will continue to develop and improve auditory comprehension skills.

Instructional Objectives

Children will:
- follow simple oral directions.
- recall two sequentially related directions.
- understand story content:
  - — retell a story;
  - — recall details;
  - — recall sequence;
  - — make inferences;
  - — understand cause and effect;
  - — predict outcomes.
- recall series of consecutive directions.

GOAL 3: Children will continue to develop positive listening behaviors and attitudes.

Instructional Objectives

Children will:
- enjoy listening to adults and other children.
- show interest in the ideas of others.
- choose tapes and records as a listening activity.
- increase span of attention.

PURPOSE II: Expressing Spoken Language

GOAL 1: Children will continue to acquire and develop oral language in order to enhance communication skills.

Instructional Objectives

Children will:
- participate in group games and chants.
- repeat lyrics of fingerplays, poems, songs.
- converse informally with classmates and adults.
- ask questions.
- express opinions.
- engage in group discussions.
- learn and use new spoken vocabulary.
- discuss pictured objects.
- discuss feelings.
- retell familiar stories in sequence.
- report informally.
- dramatize familiar stories.
- interview people.
- understand and describe feelings of story characters.

GOAL 2: Children will continue to develop and exhibit positive attitudes and behaviors when speaking.

Instructional Objectives

Children will:
- take pleasure in the exchange of ideas.
- enjoy the sharing of original stories, songs, poems.
- take pleasure in learning and using new words.
- converse informally with classmates and adults.
- volunteer to talk about personal experiences.
- show interest in listener's reactions.

READING AND WRITING STRAND

PURPOSE I: Developing Reading Strategies Through Active Involvement in Realistic Situations

GOAL 1: Children will continue to develop and refine their visual skills of perception, discrimination, and memory.

Instructional Objectives

Children will:

- identify pantomined actions.
- recognize size relationships.
- identify/distinguish colors.
- identify/compare shapes.
- match objects.
- match shapes/forms.
- match pictures.
- match and distinguish letters.
- distinguish left and right.
- understand left-to-right progression.
- distinguish figure from background.
- locate picture on a page.
- notice details in a picture.
- continue a simple pattern.
- recall a missing object in a group.
- identify capital and lower-case letters.
- match and distinguish words.
- match and distinguish sentences.

GOAL 2: Children will interact with print in order to develop a meaningful sight word vocabulary.

Instructional Objectives

Children will:

- be aware of print in the environment:
  - — use name labels;
  - — use information charts;
  - — note labeling by teacher of objects in the room;
  - — dictate stories for experience charts;
  - — label projects, objects.
- begin writing; use invented spelling.
- make picture/word associations.
- understand antonyms.
- use configuration (shapes) of words to recognize words.
- classify words according to function.
- understand synonyms.
- use context for unfamiliar words.
- recognize that qualifying words (adjectives, adverbs) add to meaning.

GOAL 3: Children will begin to participate in activities that encourage beginning strategies in reading comprehension.

Instructional Objectives

Children will:

- look at books.
- participate in group dictation activities.
- participate in individual dictation.
- describe objects, people, situations.
- supply words in context; discuss their meanings.
- classify information.
- make associations.
- contribute to oral narratives:
  - — participate in meaningful dialogues;
  - — retell an experience in sequence.
- interpret pictures.

GOAL 4: Children will further develop and refine their reading comprehension strategies and critical thinking abilities in order to extract meaning from print.

Instructional Objectives

Children will:

- follow simple written directions.
- make picture/sentence associations.
- read to reflect punctuation.
- identify details in a story.
- recall sequence.
- identify the main idea of a sentence.
- use context clues to understand words that may have multiple meanings.
- understand cause and effect.
- predict outcomes.
- make judgments/draw conclusions.
- make inferences.
- identify the main idea of a paragraph.
- read for specific information, as in recipes or directions.
- make comparisons.
- distinguish between reality and fantasy.
- identify the main idea of a story.
- read to reflect author's meaning.
- summarize.
- select a title to express main idea.
- distinguish between fact and opinion.

GOAL 5: Children will continue to develop an appreciation for literature.

Instructional Objectives

Children will:

- recognize humorous elements.
- interpret a character's actions, feelings, traits.
- understand figurative language.
- recognize and enjoy literary forms: poetry, plays, biographies, folk literature (folk tales, fairytales, fables, myths).
- understand elements of a story: plot, setting, characters.
- respond to literature through a variety of media.

GOAL 6: Children will continue to develop and expand upon phonetic analysis skills through meaningful print in context.

Instructional Objectives

Children will:

- match capital and lower-case letters.
- use rhyming words.
- identify letters.
- discriminate between similar words.
- blend sounds.
- substitute consonants to form new words.
- identify consonants and vowels.
- substitute vowels to form new words.
- recognize sound/symbol relationships:
  - — initial consonants;
  - — final consonants;
  - — medial consonants;
  - — consonant blends;
  - — vowels;
  - — digraphs;
  - — diphthongs.
- develop awareness:
  - — of variant sounds (y, c, g, th, s);
  - — that different letters or combinations of letters can represent the same sound (e.g., f, ph, gh);
  - — of *r*-influenced vowels (e.g., -ar, -er, -ir).
- understand diacritical markings of vowels.

GOAL 7: Children will continue to develop and expand upon structural analysis skills through meaningful print (in context where possible).

Instructional Objectives

Children will:

- be aware of:
  - — words with plural endings: -s;
  - — verbs with reflexive endings: -s, -ed, -ing;
  - — simple contractions: e.g., I'm, can't, isn't;
  - — words with comparative endings: -er, -est;
  - — possessives: 's;
  - — compound words;
  - — words with suffixes, e.g., -ful;
  - — root words;
  - — words with prefixes.

GOAL 8: Children will begin to develop library and study skills.

Instructional Objectives

Children will:

- understand roles of author and illustrator.
- locate places on simple maps.
- understand representations on maps, charts, globes.
- read silently with comprehension.
- identify parts of a book, e.g., title, table of contents.
- locate parts and pages of a book.
- learn to appreciate and use the library.
- use a picture dictionary.
- locate information.
- alphabetize through second letter.
- select the best response from several choices.
- organize materials in simple chart or story form.

GOAL 9: Children will continue to develop and exhibit positive attitudes and behaviors toward reading.

Instructional Objectives

Children will:

- enjoy good literature and poetry.
- demonstrate interest by exhibiting good listening habits.
- read with interest and joy.
- develop dispositions for becoming life-long readers.

PURPOSE II: Developing Writing Strategies

GOAL 1: Children will develop and improve fine motor skills necessary for writing.

Instructional Objectives

Children will:

- put together simple puzzles.
- fingerpaint designs, pictures, shapes.
- string beads.
- use clay.
- paste pictures/shapes to background sheet.
- pour liquids, e.g., juice, paint.
- draw simple pictures/shapes/designs.
- hold and use crayons appropriately.
- hold and use pencils appropriately.
- manipulate scissors and cut.
- fold paper.
- paint with brushes on newsprint.
- trace lines and shapes in the air, on the chalkboard, on paper.
- copy lines and shapes.
- trace names, letters, words.
- copy names, letters, words.
- copy sentences.

GOAL 2: Children will develop and improve early writing abilities.

Instructional Objectives

Children will:

- associate oral language with print.
- invent symbols to carry messages.
- experiment with letter shapes.
- use invented spelling to write new words.
- write own stories.
- write sentences using known words.
- copy letters and words.
- establish line-to-line progression.
- use spaces between words.
- write lists of recognizable letters and words.
- use appropriate punctuation.
- write simple poems.
- create new endings for stories.
- write invitations, announcements, and simple letters using correct format.
- repeat writing of known words.

GOAL 3: Children will develop and exhibit positive attitudes and behaviors toward writing.

Instructional Objectives

Children will:

- show pride in their growing mastery.
- enjoy reading written work to others.
- take pleasure in writing original stories, poems, songs.
- appreciate the literary efforts of classmates.

Communication Arts—Grade 2

LISTENING AND SPEAKING STRAND

PURPOSE I: Understanding and Expressing Spoken Language

GOAL 1: Children will demonstrate positive listening behaviors.

Instructional Objectives

Children will:
- be attentive.
- show interest.
- respond to discussion.
- react to oral reading.
- converse informally.

GOAL 2: Children will continue to develop auditory perception skills.

Instructional Objectives

Children will:
- identify common sounds in the environment.
- recall a sequence of sounds.
- identify sounds in the initial, medial, and final positions of words.
- identify words that rhyme.
- identify word families or phonograms.
- distinguish between words that differ by two phonic elements.
- distinguish between sounds that are aurally similar (b/d, b/p, d/t, m/n, v/w, f/v, s/z, ch/sh).
- identify the number of syllables in a word.

GOAL 3: Children will continue to develop auditory comprehension skills.

Instructional Objectives

Children will:
- follow oral directions.
- retell a story.
- recall two sequentially related events.
- understand narrative text:
  - — recall details;
  - — recall sequence;
  - — make inferences;
  - — understand cause and effect;
  - — state the main idea;
  - — predict outcomes;
  - — draw conclusions;
  - — understand author's purpose;
  - — recognize elements of stories.

GOAL 4: Children will continue to acquire and develop language.

Instructional Objectives

Children will:
- participate in group games and chants.
- repeat lyrics of poems and songs.
- ask questions.
- express opinions.
- participate in group discussions.
- demonstrate appropriate language patterns and usage.
- use proper pronunciation.
- dramatize stories.
- retell stories in sequence.
- give oral reports.
- share information.
- interview people.
- express feelings.
- convey messages.
- tell stories.
- perform before an audience.
- read aloud with expression.
- choose words appropriately.
- describe story elements.

GOAL 5: Children will continue to acquire and use new vocabulary.

Instructional Objectives

Children will:
- use new words in context.
- use referential pronouns appropriately.
- use connectives (and, or) to unify thoughts.
- use strategies to unlock meanings of unfamiliar words:
  - — context clues;
  - — antonyms;
  - — synonyms;
  - — homophones;
  - — homographs;
  - — analogies.
- restate figurative language in literal terms.
- restate idioms in literal terms.

READING AND WRITING STRAND

PURPOSE I: Developing Reading Strategies

GOAL 1: Children will use phonics in learning to read within the context of a meaningful text.

Instructional Objectives

Children will:

- recognize letter/sound relationships:
  - — vowels: short a (c*a*t); e (b*e*d); i (p*i*g); o (s*o*ck); u (d*u*ck).
  - — initial consonants as sequenced or reviewed in the basal text;
  - — final consonants as sequenced or reviewed in the basal text;
  - — vowels: long a (c*a*ke); e (b*ee*); i (k*i*te); o (r*o*pe); u (m*u*le)
- substitute initial consonants to form word families (phonograms):
  *c*at-*h*at-*b*at-*f*at-*s*at
  *c*ake-*b*ake-*m*ake-*f*ake-*s*ake.
- recognize letter/sound relationships:
  - — consonant blends (initial and final);
  - — consonant digraphs (initial and final);
  - — vowel digraphs;
  - — *r*-controlled vowels (bark, hurt, burn);
  - — *l*-controlled vowels (call, always);
  - — schwa as a beginning sound;
  - — diphthongs.

GOAL 2: Children will use structural analysis in learning to read (within the context of a meaningful text).

Instructional Objectives

Children will:

- recognize:
  - — root or base words;
  - — compound words;
  - — plural endings (*s, es*);
  - — endings that indicate comparison (er, est);
  - — common verb endings (s, ed, ing);
  - — prefixes;
  - — suffixes;
  - — uses of the apostrophe in contractions and possessives.

GOAL 3: Children will develop reading comprehension skills and critical thinking skills as they interact with printed language.

Instructional Objectives

Children will:

- follow simple written directions.
- observe punctuation.
- recall sequence of events.
- use context clues to determine meaning of new words.
- relate text to personal experience.
- recognize main idea.
- recognize supporting details.
- recognize cause-and-effect relationships.
- understand comparative relationships.
- make inferences from text.
- predict outcomes.
- draw conclusions.
- distinguish between real and fanciful.
- distinguish between fact and opinion.
- interpret figurative language.
- answer *who, what, where, why,* and *when* questions at the literal level.
- answer *how* and *why* questions at the interpretive level.
- read for specific information.

GOAL 4: Children will continue to develop an appreciation for literature.

Instructional Objectives

Children will:

- identify elements of narrative text:
  - — character;
  - — plot;
  - — setting;
  - — mood;
  - — theme;
  - — author's point of view;
  - — identification of the storyteller.
- distinguish between fiction and nonfiction.
- become familiar with various literary genres (folk tale, fable, fairytale, biography).
- recognize humorous elements.
- understand poetry.
- demonstrate appropriate reading behaviors:
  - — relate reading to prior knowledge;
  - — visualize story events;
  - — predict story events;
  - — ask questions about text.

GOAL 5: Children will continue to develop library and study skills.

Instructional Objectives

Children will:

- use basic location aids:
  - — page numbers;
  - — table of contents;
  - — index;
  - — titles;
  - — headings.
- use graphic aids:
  - — maps;
  - — charts;
  - — graphs;
  - — diagrams;
  - — time lines.
- use references:
  - — dictionary/glossary;
  - — thesaurus;
  - — encyclopedia.
- use skimming and scanning strategies to locate information in texts.
- organize material on charts or lists.
- reread for understanding.
- preview text for subject content.
- vary reading rate with subject matter.
- summarize text.
- use library facilities.

PURPOSE II: Developing Writing Strategies

GOAL 1: Children will develop and improve fine motor skills necesary for writing.

Instructional Objectives

Children will:

- form all manuscript letters (upper and lower case).
- use legible and appropriate letter form/size.
- establish line-to-line progression.
- use appropriate spacing between words.
- copy words and sentences.
- use margins appropriately.

GOAL 2: Children will develop additional spelling skills to aid in their written communication.

Instructional Objectives

Children will:

- spell accurately common sight words from classroom reading, personal writings and other appropriate sources.
- acquire and use an effective method of studying word spellings.
- use invented spelling to write new words.
- use a variety of word attack strategies when learning to spell.
- develop an interest in words.
- use dictionaries, glossaries, and lists as aids to spelling.
- use plural generalizations (*s, es*).
- apply common phonogram patterns to spelling words.

GOAL 3: Children will develop skill in the composing process.

Instructional Objectives

Children will:

- write for a variety of purposes/audiences:
  - — personal journals;
  - — newsletters;
  - — reports;
  - — personal narratives;
  - — responses and reactions to literature;
  - — lists;
  - — explanations and directions;
  - — letters, notes, invitations;
  - — content reports;
  - — experiments with various genres (poetry, folk tales, fairytales, riddles).
- create new endings and beginnings to stories.
- select own topics.
- focus on one topic.
- use complete and coherent sentences.
- combine sentences into short paragraphs.
- use appropriate punctuation and capitalization.
- use a variety of revision techniques (adding on, cutting and pasting, moving words and sentences).
- use simple editing checklists to improve written work.

GOAL 4: Children will develop and exhibit positive attitudes and behaviors toward reading and writing.

Instructional Objectives

Children will:

- take pleasure in reading and writing.
- enjoy reading and rereading written work to others.
- listen and respond to classmates' oral reading and writing.
- become aware of authors' styles and modes of writing.
- internalize and respond to literary styles by using those techniques in own writing.
- distinguish between reading/writing for pleasure and for information.
- understand writing and reading as processes.

Communication Arts—Grade 3

LISTENING AND SPEAKING STRAND

PURPOSE I: Understanding and Expressing Spoken Language

GOAL 1: Student will demonstrate improved listening skills.

Instructional Objectives

Student will:
- listen to an oral presentation for a specific purpose.
- listen to an oral selection and summarize the information verbally.
- identify the central idea of the speaker's message.
- identify the emotional tone of an oral presentation.
- differentiate between hearing and listening.
- identify main idea and details in stories read aloud.
- draw conclusions from and predict outcomes of stories read aloud.
- recall the sequence of events of a story read aloud.
- listen to a presentation and identify the speaker's purpose.

GOAL 2: Student will demonstrate ability to understand and use nonverbal language.

Instructional Objectives

Student will:
- demonstrate feelings and attitudes through body language: posture, gestures, facial expressions, and eye contact.
- enact a scene or event using pantomime.

GOAL 3: Student will categorize ideas.

Instructional Objectives

Student will:
- identify techniques for presenting information to an audience.
- classify ideas that have been presented orally.
- relate subordinate ideas to central topics discussed.

GOAL 4: Student will demonstrate critical listening and thinking skills.

Instructional Objectives

Student will:
- differentiate purposes for listening.
- react critically to different forms of literature told or read aloud.
- compare and contrast various forms of literature presented orally.
- infer ideas and draw conclusions from discussions.
- draw conclusions, infer cause-and-effect relationships, and predict outcomes from stories read aloud.

GOAL 5: Student will demonstrate effective speaking skills.

Instructional Objectives

Student will:
- use appropriate voice and articulation.
- speak at a rate listeners can understand.
- state ideas clearly and logically.
- use formal and informal language, appropriate to a given situation.
- practice techniques of choral speaking for effective interpretation of poetry and enjoyment of language.

GOAL 6: Student will demonstrate understanding of stories through spoken language.

Instructional Objectives

Student will:
- listen to a story and retell it.
- expand upon concepts and details mentioned in a retelling activity.
- retell events presented in various media (e.g., filmstrips, tape recordings, records, videos).
- tell whether stories are based on fact or fantasy.
- read stories aloud with expression to enhance enjoyment and comprehension.
- report on different authors, focusing on elements of style.

GOAL 7: Student will demonstrate familiarity with characteristics of literature.

Instructional Objectives

Student will:

- describe elements of form, such as theme, setting, plot, mood.
- share specific feelings evoked by a story.
- identify and describe characteristics of various genres, e.g., novel, short story, biography, drama, poetry.
- report on different versions of a story, e.g., ethnic and cultural variants, authors' styles.

GOAL 8: Student will use various modes of oral discourse.

Instructional Objectives

Student will:

- share personal anecdotes.
- present an oral report on content area information.
- present a persuasive talk about an issue.
- describe the elements of form verbally, e.g., setting, characterization.
- interview others to obtain information.
- demonstrate effective storytelling techniques.
- dramatize stories.
- roleplay characters from literature.

GOAL 9: Student will demonstrate comprehension of the relationship of words to each other and to the context in which they appear.

Instructional Objectives

Student will:

- identify word associations, such as synonyms, antonyms, and homonyms.
- identify words that have multiple meanings.
- identify and use words that evoke emotional and sensory responses.
- understand signal language.

GOAL 10: Student will use context to expand vocabulary.

Instructional Objectives

Student will:

- use context clues to derive the meaning of unfamiliar words.
- use prior experiences as a basis for understanding new vocabulary concepts.
- deduce word meaning through a synonym or apposition.

READING AND WRITING STRAND

PURPOSE I: Understanding Written Texts

GOAL 1: Student will identify the central ideas in a written text.

Instructional Objectives

Student will:

- recognize the theme of a story.
- identify details in a story that support the main idea.
- use context to predict outcomes.
- skim a passage to identify the main idea.
- use story titles to predict events and outcomes.
- find the main idea of a given poem.
- show that the main idea of a selection may be stated in various locations within the text.

GOAL 2: Student will demonstrate understanding of written text through the use of visual and graphic techniques.

Instructional Objectives

Student will:

- illustrate story details.
- draw a picture depicting the theme of a story.
- construct a time line depicting important events in a character's life.

GOAL 3: Student will distinguish between fact and fantasy.

Instructional Objectives

Student will:
- determine what is real and imaginary in a literary selection.
- read materials to gather factual information.
- identify how figurative language exaggerates literal meanings, e.g., It's raining cats and dogs.
- write a narrative based on a real experience.
- write a narrative based on fantasy.

GOAL 4: Student will demonstrate critical reading and thinking skills.

Instructional Objectives

Student will:
- explain how interpreting character traits helps in understanding behavior.
- identify or infer cause-and-effect relationships in a story.
- formulate questions based on a story to gain insight into its ideas, concepts, and events.
- read a selection to evaluate the author's purpose and point of view.
- explain how different forms of literature create various moods.
- analyze the actions of a character in a story.
- explain how experiential background and knowledge can affect evaluation of written materials.
- use signal words such as "first," "next," and "last" to determine sequence of events.
- use signal words such as "because" and "as" to identify cause-and-effect relationships.
- appreciate that literature provides pleasure and improves understanding.
- use literature to help better understand the behavior and values of others.
- use awareness of cadence, beat, and figurative language to enhance interpretation of literature.

GOAL 5: Student will identify and discuss different types of literature.

Instructional Objectives

Student will:
- identify the characteristics of a story.
- identify the characteristics of poetry, i.e., rhyme, rhythm, shape on paper.
- identify the characteristics of a play.
- compare and contrast different forms of literature.

GOAL 6: Student will demonstrate appropriate study skills.

Instructional Objectives

Student will:
- use a table of contents, glossary, and index to locate specific information.
- skim and scan written text to locate information.
- demonstrate the ability to use reference materials for different purposes, e.g., dictionary, thesaurus, almanac, encyclopedia.
- interpret graphic materials such as maps, graphs, charts, and tables.
- demonstrate the ability to use multi-media materials.

GOAL 7: Student will interpret written messages.

Instructional Objectives

Student will:
- follow directions to complete a task.
- follow printed instructions to play a game.
- discuss the importance of sequential order in following directions.
- use sequential order as a factor in predicting outcomes and drawing conclusions.

PURPOSE II: Constructing Written Texts

GOAL 1: Student will identify and use various sentence types.

Instructional Objectives

Student will:
- describe how meaning is conveyed by declarative, exclamatory, interrogative, and imperative sentences.
- use punctuation as a cue to meaning.
- use various types of sentences in written expression.

GOAL 2: Student will form central ideas in writing.

Instructional Objectives

Student will:
- construct written passages based on a central theme.
- write a summary from information stated in a passage.

GOAL 3: Student will demonstrate the ability to use various modes of written expression.

Instructional Objectives

Student will:
- write narrative and descriptive passages.
- write friendly and business letters using correct format.
- compose different types of poetry.
- write reports on selected topics.

GOAL 4: Student will identify and practice the steps of the writing process.

Instructional Objectives

Student will:
- explore prior experiences, ideas, and feelings through prewriting activities.
- share personal experiences and fantasies through written projects.
- practice writing as a continuous process requiring revision.
- proofread, edit, and publish as integral parts of the writing process.

PURPOSE III: Understanding and Building Vocabulary

GOAL 1: Student will use context to expand vocabulary.

Instructional Objectives

Student will:
- define new vocabulary by using context.
- identify the correct definition of a word that has multiple meanings by using context clues.
- infer that the meaning of words is conveyed in relation to other words in a sentence.
- use prior experiences as a basis for understanding new vocabulary concepts.

GOAL 2: Student will identify and use figurative language.

Instructional Objectives

Student will:
- identify and use examples of personification.
- recognize and use figures of speech, such as similes and metaphors, to enhance visual imagery.
- discuss how figurative language is used to evoke emotions of readers.

PURPOSE IV: Understanding and Forming Words

GOAL 1: Student will interpret and use structural elements in word formation.

Instructional Objectives

Student will:
- demonstrate how prefixes and suffixes change the meanings of root words.
- use knowledge of prefixes and suffixes to determine meanings of unfamiliar words.
- combine root words to form compound words.
- show how comparative and superlative endings change the meaning of adjectives.
- demonstrate the ability to build new words through word families.
- use new words in written expressions.

GOAL 2: Student will identify and understand different forms of print.

Instructional Objective

Student will:
- identify both manuscript and cursive forms of alphabet letters.

Communication Arts—Grade 4

LISTENING AND SPEAKING STRAND

PURPOSE I: Understanding and Expressing Spoken Language

GOAL 1: Student will demonstrate improved listening skills.

Instructional Objectives

Student will:

- demonstrate respect for the speaker by listening attentively.
- identify the emotional tone of an oral presentation.
- identify the main idea and supporting details in oral presentations and stories read aloud.
- follow oral directions to complete an activity.
- identify various forms of communication.

GOAL 2: Student will communicate messages nonverbally.

Instructional Objectives

Student will:

- use body language to transmit feelings and attitudes.
- use pantomime to communicate ideas and feelings.
- roleplay to convey emotions.

GOAL 3: Student will react critically to different forms of orally presented literature.

Instructional Objectives

Student will:

- identify purpose of a speaker's message.
- identify a speaker's point of view.
- distinguish between fact and opinion in oral messages.
- discuss how speakers use language to influence thoughts and attitudes.
- develop criteria for evaluating the effectiveness of an oral presentation.
- formulate appropriate questions to gain information in order to solve problems.

GOAL 4: Student will demonstrate improved speaking skills.

Instructional Objectives

Student will:

- speak loudly enough to be heard.
- state ideas clearly.
- speak at a rate listeners can understand.
- use appropriate words and phrases for different situations and audiences.
- give an individual or group report using an inviting opening sentence, vivid details and examples, organization, and clear delivery.

GOAL 5: Student will create and tell stories.

Instructional Objectives

Student will:

- categorize information to create stories for oral presentation.
- relate supporting details to central ideas when telling stories.
- demonstrate knowledge of the story and effective use of voice in storytelling.
- use language appropriate for specific audiences.

GOAL 6: Student will discuss the impact of the sound of language upon meaning.

Instructional Objectives

Student will:

- identify poetic devices, such as rhyme, stress, and alliteration, and discuss how they affect meaning.
- discuss how the poetic use of language evokes emotional responses.
- discuss how the poetic use of language enhances appreciation.
- identify words where the meaning is suggested by the sound (onomatopoeia) in poetry.

GOAL 7: Student will identify and use modes of oral discourse.

Instructional Objectives

Student will:

- identify the four major types of oral discourse: narrative, persuasive, descriptive, and expository.
- identify the characteristics of each mode of oral discourse.
- discuss how the speaker's mode of presentation affects choice of language.
- convey oral messages through various modes of discourse.
- use language effectively in various oral presentations.
- recite poetry to stimulate enjoyment and sensitivity to language and its patterns.
- demonstrate the conventions of telephone answering: identification, clear message giving, and brevity.

GOAL 8: Student will demonstrate familiarity with characteristics of literature.

Instructional Objectives

Student will:

- describe elements of form, such as plot, setting, characterization, mood, and theme.
- listen to a literary piece to identify a specific element of form.
- listen to a literary piece to explain how elements of form affect meaning.
- identify and describe characteristics of different genres.
- identify historical fiction as dealing imaginatively with historical events and real and/or fictional characters of the period.
- read biographies for insights into historical periods.
- identify and recite examples of haiku.

PURPOSE II: Understanding and Expressing Sentences

GOAL 1: Student will derive meaning from how a sentence is expressed.

Instructional Objectives

Student will:

- discuss how intonation, pitch, and stress affect meaning.
- identify emotional responses evoked by intonation, pitch, and stress.
- use vocal techniques, such as pitch and intonation, to convey feeling and meaning.

GOAL 2: Student will identify and discuss a variety of sentence types.

Instructional Objectives

Student will:

- discuss how syntax, word order, and word arrangement affect meaning.
- identify how sentence patterns are cued by intonation, pitch, and stress.
- differentiate among interrogative, exclamatory, declarative, and imperative sentences.
- identify and use examples of interrogative, declarative, exclamatory, and imperative sentences.

GOAL 3: Student will interpret and create expanded sentences for explicit and implicit meaning.

Instructional Objectives

Student will:

- expand central ideas by incorporating additional thought units.
- analyze expanded sentences for explicit and implicit meanings.
- expand sentences orally to convey explicit and implicit meanings.

PURPOSE III: Understanding and Using Words

GOAL 1: Student will demonstrate comprehension of the relationships of words to each other and to the context in which they appear.

Instructional Objectives

Student will:

- identify word associations, such as synonyms, antonyms, homonyms, and multiple meanings.
- differentiate between denotative and connotative meanings of words.
- discuss how words may arouse emotional and sensory responses.
- use words in oral presentations to convey tone, feelings, and attitudes.
- use words to evoke emotional and sensual responses.

GOAL 2: Student will use context to expand vocabulary.

Instructional Objectives

Student will:

- use context clues to derive the meaning of unfamiliar words.
- use prior experiences as a basis for understanding new vocabulary words.
- use verbal and nonverbal cues to discover word meanings.

READING AND WRITING STRAND

PURPOSE I: Understanding Written Texts

GOAL 1: Student will identify central ideas and related details.

Instructional Objectives

Student will:
- identify the most important ideas in written texts.
- describe how subordinate ideas relate to main topics.
- identify whether main idea of a text is directly stated or implied.

GOAL 2: Student will interpret symbols and other visual forms.

Instructional Objectives

Student will:
- use visual forms, such as titles, graphics, and pictures, as clues to meaning.
- identify the use of visual forms to arouse emotional responses.

GOAL 3: Student will distinguish between fact and fantasy.

Instructional Objectives

Student will:
- compare and contrast factual vs. fanciful aspects of written text.
- read material to gather factual information.
- write a narrative based on real experience.
- write a narrative based on fantasy.
- write a dialogue based on fantasy.

GOAL 4: Student will identify literary forms.

Instructional Objectives

Student will:
- understand that literature is written in different forms, each having identifiable characteristics.
- identify elements of literature, such as plot, characterization, setting, mood, and theme.
- identify the characteristics of stories, plays, poems, and works of nonfiction.
- read a literary piece to identify a specific element of form.
- read a literary piece to understand how elements of form affect meaning.

GOAL 6: Student will demonstrate critical reading and thinking skills.

Instructional Objectives

Student will:
- discuss how a written text may be interpreted at different levels of meaning.
- infer author's purpose.
- identify author's point of view.
- differentiate between fact and opinion.
- predict outcomes based on stated facts.
- analyze characters through their actions.
- evaluate author's point of view.
- interpret the feelings of the author.

GOAL 7: Student will demonstrate varying rates of reading.

Instructional Objectives

Student will:
- adjust reading rate, depending on the materials to be read.
- adjust rate of reading according to purpose.
- use various techniques to locate information, such as skimming and scanning.

GOAL 5: Student will identify modes of written discourse.

Instructional Objectives

Student will:
- identify various forms of written discourse, such as narrative, descriptive, persuasive, and expository.
- demonstrate an understanding of the ways that authors choose different forms of discourse for different purposes.
- discuss authors' use of certain styles and language to engage the emotions of readers.
- read a narrative or expository selection and discuss personal experiences that relate to it.

PURPOSE II: Constructing Written Texts

GOAL 1: Student will construct written passages in which subordinate ideas are related to a main topic.

Instructional Objectives

Student will:

- identify a paragraph as a set of sentences of related ideas.
- plan steps necessary for completion of a writing activity.
- organize information by selecting main ideas and appropriate supporting details.
- construct passages with subordinate ideas that are sequentially ordered.
- use language signals to identify the relationship between main ideas and supporting details.
- write and identify expository paragraphs in which there is a main idea (implied or stated) and supporting ideas.

GOAL 2: Student will engage in prewriting activities.

Instructional Objectives

Student will:

- roleplay or dramatize to express ideas and feelings in preparation for writing.
- discuss real experiences to facilitate writing personal narratives.
- share ideas through visual or graphic representations as preparation for writing.
- interview to gather information for writing.
- discuss pictures relevant to themes or emotions prior to writing.
- use activities such as modeling and group discussion to stimulate ideas for writing.

GOAL 3: Student will identify and practice writing as a process that occurs in stages.

Instructional Objectives

Student will:

- practice writing as a process that requires revision.
- concentrate on content rather than form in first drafts.
- confer to improve written pieces.
- use various techniques, such as cutting and pasting and using carets, to aid in revision.

GOAL 4: Student will identify and use various sentence types.

Instructional Objectives

Student will:

- describe how meaning is conveyed by declarative, exclamatory, interrogative, and imperative sentences.
- use punctuation as a cue to meaning.
- use various types of sentences in written expression.

GOAL 5: Student will interpret and construct syntactically complex sentences.

Instructional Objectives

Student will:

- combine ideas from related sentences to construct complex sentences.
- combine or join simple sentences by the use of conjunctions such as "and," "or," "but."
- substitute pronouns for nouns to improve style.

GOAL 6: Student will use proofreading and editing to improve the quality of written communication.

Instructional Objectives

Student will:

- proofread written work to identify errors in mechanics and usage.
- develop a checklist to aid in editing.
- confer to facilitate editing.
- show that written work that has been proofread and edited is more easily understood.

GOAL 7: Student will use various modes of written expression.

Instructional Objectives

Student will:

- select a mode of written discourse appropriate for a given purpose and audience.
- write opening sentences that introduce the subject and arouse reader's interest.
- demonstrate use of sequential order when writing stories and reporting events.
- use factual forms of writing, such as records, signs, labels, directions, notes, reports.
- use tales of fantasy, myths, fables, or dreams as models for imaginative writing.
- write journals, letters, and anecdotal stories based on first-hand and vicarious experiences.
- demonstrate effective use of language to influence or affect the emotions of the reader.

GOAL 8: Student will demonstrate appropriate study skills.

Instructional Objectives

Student will:
- use human and multimedia resources to gather information.
- locate information in appropriate reference materials.
- demonstrate note-taking skills.
- organize information gathered from source materials.

PURPOSE III: Understanding and Building Vocabulary

GOAL 1: Student will use context to expand vocabulary.

Instructional Objectives

Student will:
- discuss how the meaning of words is conveyed in relation to other words in a sentence and in surrounding sentences.
- derive word meaning contextually through comparison and/or contrast.
- use prior experiences as a basis for understanding new vocabulary/concepts.

GOAL 2: Student will interpret and use figurative language.

Instructional Objectives

Student will:
- identify and use elements of figurative language, such as simile, metaphor, and personification.
- discuss how authors use figurative language to affect emotions and attitudes of readers.
- use figurative language in written expression.

GOAL 3: Student will develop specific content area vocabulary.

Instructional Objectives

Student will:
- derive meaning of unfamiliar words from specific areas of the curriculum.
- use content area vocabulary in a variety of written activities.

PURPOSE IV: Understanding and Forming Words

GOAL 1: Student will identify and use structural elements in word formation.

Instructional Objectives

Student will:
- identify and use various structural elements, such as root words, prefixes, suffixes, and verb endings.
- use knowledge of structural elements to decode unfamiliar words.

GOAL 2: Student will identify and use sound-symbol relationships.

Instructional Objectives

Student will:
- use graphic/phonemic clues to decode unfamiliar vocabulary.
- divide multisyllabic words as an aid to decoding.
- use oral and visual clues to divide multisyllabic words into syllables.

GOAL 3: Student will use cursive writing in some of his/her written work.

Instructional Objective

Student will:
- practice cursive writing.

Communication Arts — Grade 5

LISTENING AND SPEAKING STRAND

PURPOSE I: Understanding and Expressing Spoken Language

GOAL 1: Student will demonstrate improved listening skills.

Instructional Objectives

Student will:

- identify the emotional tone or mood of an oral selection.
- listen attentively to demonstrate respect for the speaker.
- listen to and identify main points and supporting details in oral presentations and stories read aloud.
- follow oral directions to complete an activity.
- practice active listening for more effective group discussion.

GOAL 2: Student will interpret and reproduce nonverbal language.

Instructional Objectives

Student will:

- interpret feelings and attitudes transmitted through body language.
- interpret body language such as gesturing, miming, and roleplaying.
- discuss how performing a role in a play requires skill in reproducing body action.
- communicate ideas and feelings through body language.

GOAL 3: Student will demonstrate critical listening and thinking skills.

Instructional Objectives

Student will:

- discuss how recognition of a speaker's purpose aids comprehension and evaluation.
- discuss how oral messages may be interpreted at different levels of meaning.
- make generalizations based on related ideas presented.
- predict outcomes from facts directly and indirectly stated.
- identify how the speaker's choice of language affects the thoughts and attitudes of the listener.
- identify the qualities of effective oral presentations.
- develop and apply criteria for evaluating a speaker's presentation.
- formulate appropriate questions to gain information in order to solve problems.
- use problem exploration strategies to help explore unfamiliar problems.

GOAL 4: Student will demonstrate improved spoken language.

Instructional Objectives

Student will:

- adjust volume, pitch, rate, and quality of voice as appropriate for occasion.
- organize and state ideas clearly.
- speak at a rate listeners will understand.
- use different standards of articulation and pronunciation for different occasions.
- participate in choral speaking and discuss how this mode contributes to an enjoyment of language.
- identify characteristics of group discussion (purpose, direction, and opportunities for participation by all).

GOAL 5: Student will create and tell stories.

Instructional Objectives

Student will:

- relate a personal experience.
- relate supportive details to central ideas when creating stories for oral presentation.
- demonstrate both knowledge of the story and effective use of voice in storytelling.
- use formal and informal language in appropriate settings.
- use storytelling to develop increased poise and confidence.

GOAL 6: Student will distinguish between fact and fantasy in oral presentations.

Instructional Objectives

Student will:

- compare and contrast elements of reality and fantasy in literature.
- share reactions to fantasy.

GOAL 7: Student will identify and use various modes of oral discourse.

Instructional Objectives

Student will:

- identify the four modes of oral discourse: narrative, persuasive, descriptive, and expository.
- list and discuss the characteristics of each type of discourse.
- understand how the choice of language influences a speaker's presentation.
- identify ways in which oral presentations may arouse the emotions of the listener.
- identify how the mode of discourse selected affects meaning.

GOAL 8: Student will identify characteristics of literature in selections read aloud.

Instructional Objectives

Student will:

- identify literary characteristics such as plot, characterization, theme, mood, and setting.
- chart sequence of plot.
- identify heroes and villains by their characteristics.
- describe the importance of setting to a story.
- discuss the ways in which the mood of a literary selection affects the listener.
- identify how elements of form affect meaning in a literary piece read aloud.
- discuss literary selections that demonstrate the common emotions and aspirations that unite all people.
- demonstrate understanding of and respect for cultural differences among people encountered in reading selections.

GOAL 9: Student will identify and discuss examples of the effect of the sound of language on meaning.

Instructional Objectives

Student will:

- identify the use of devices such as rhyme, stress, alliteration, and onomatopoeia to enhance the meaning of poetry.
- discuss how the poetic use of language can arouse the emotions of the listener.
- discuss how the musical quality of poetry enhances its enjoyment.
- participate in choral speaking and discuss how this mode contributes to the effective interpretation of poetry.

PURPOSE II: Understanding and Expressing Sentences

GOAL 1: Student will identify and discuss a variety of sentence types.

Instructional Objectives

Student will:

- identify effects on meaning of syntax, word order, and word arrangement.
- show that syntax, word order, and word arrangement may be cued by intonation, pitch, and stress.
- discuss how intonation, pitch, and stress can be used to arouse the emotions of the listener.
- vary intonation, pitch, and stress to convey oral messages.
- identify and use, with appropriate intonation, stress and pitch, as well as examples of interrogatory, declarative, exclamatory, and imperative sentences.
- identify sentence types used in various forms of literature.

GOAL 2: Student will analyze and use expanded sentences.

Instructional Objectives

Student will:

- expand key ideas by incorporating additional thought units.
- analyze expanded sentences for explicit and implicit meaning.
- use expanded sentences to relate experiences to others.

PURPOSE III: Understanding and Using Words

GOAL 1: Student will identify and use word associations.

Instructional Objectives

Student will:

- identify word relationships such as synonyms, antonyms, homonyms, and multiple meanings.
- differentiate between the denotative and connotative meanings of words.
- identify imaginary and sensory responses evoked by the connotative meanings of words.
- select words for oral presentations that convey mood and stimulate the feelings of the listener.

GOAL 2: Student will use context to expand vocabulary.

Instructional Objectives

Student will:

- identify the meaning of unfamiliar words through the context of oral messages.
- deduce word meanings from verbal and nonverbal cues.
- create sentences using new vocabulary words.

READING AND WRITING STRAND

PURPOSE I: Understanding Written Texts

GOAL 1: Student will identify the most important ideas in written text.

Instructional Objectives

Student will:

- identify details in written text that support the main ideas.
- understand how supporting ideas relate to key topics.
- infer main ideas from supporting details.

GOAL 2: Students will interpret symbols and other extra-linguistic cues.

Instructional Objectives

Student will:

- predict meaning from visual forms such as titles, graphics, and pictures.
- understand that visual forms evoke emotional responses.

GOAL 3: Student will differentiate fact from fantasy in written texts.

Instructional Objectives

Student will:

- differentiate real and fanciful representation of ideas.
- appreciate fantasy through the use of imagination.
- compare and contrast real and fanciful aspects of myths, folk tales, tall tales, legends, and fables.
- identify facts in a biographical sketch.

GOAL 4: Student will identify and analyze literary forms.

Instructional Objectives

Student will:

- identify elements of literature such as plot, characterization, theme, mood, and setting.
- read a selection and chart sequence of plot.
- identify characters' strengths and weaknesses.
- discuss how the setting of a story affects the plot.
- describe how mood arouses emotional responses.
- analyze how elements of form affect meaning.
- analyze characters' motivations in terms of environment, personality, and society.
- evaluate characters' traits and actions in terms of his/her own ethical values.

GOAL 5: Student will identify and analyze the various modes of written discourse.

Instructional Objectives

Student will:

- identify the major forms of written discourse: narrative, persuasive, descriptive, and expository.
- compare and contrast the various modes of discourse by exploring their characteristics.
- appreciate that authors choose different forms of discourse for different purposes.
- analyze author's use of language to engage the emotions and attitudes of readers.

GOAL 6: Student will demonstrate critical reading and thinking skills.

Instructional Objectives

Student will:

- derive meaning from various types of written text such as stories, poems, plays, biographies, autobiographies, and newspapers.
- interpret written material at different levels of meaning.
- infer author's purpose.
- identify and evaluate the author's point of view.
- differentiate between fact and opinion.
- predict outcomes from both directly and indirectly stated facts.
- use related ideas to form generalizations.
- analyze characters' motives in relation to self and society.
- determine the author's attitudes and feelings.
- appreciate that myths of different countries relate those countries' histories, customs, and beliefs.

GOAL 7: Student will demonstrate varying rates of reading.

Instructional Objectives

Student will:

- adjust attention level for different materials.
- adjust rate of reading according to purpose.
- locate information in written text by skimming for main ideas and scanning for details.

PURPOSE II: Constructing Written Texts

GOAL 1: Student will demonstrate improved organizational skills in writing.

Instructional Objectives

Student will:

- plan and sequence steps required for completion of a piece of writing.
- construct written passages in which supporting ideas are related to a main theme.
- categorize information into main ideas and appropriate subordinate details.
- construct passages of moderate length in which supporting details are sequentially ordered.
- use function words to signal specific relationships between main and subordinate ideas.
- write paragraphs that demonstrate an orderly and unified presentation of thought.
- demonstrate consistency in individual statements on a topic.

GOAL 2: Student will engage in prewriting activities.

Instructional Objectives

Student will:

- use real experiences as the basis for writing personal narratives.
- roleplay or dramatize to facilitate the expression of thoughts and emotions.
- share ideas visually or graphically to stimulate written expression.
- use curriculum experiences such as field trips, science experiments, or social studies projects as preparation for writing.
- use moods created by art, music, or plays to stimulate ideas for writing.
- use discussion of literature to generate topics for writing.
- conduct interviews to provide background information for writing activities.
- share ideas through teacher-modeling and discussion to facilitate writing.

GOAL 3: Student will write using a process that develops in stages.

Instructional Objectives

Student will:

- begin drafting written texts, focusing on content rather than form.
- confer with teacher and/or peers to stimulate revision of content.
- revise content of written texts to provide clarity, vividness, and precision.
- vary language to enhance writing.
- incorporate various techniques to aid the revision process.

GOAL 4: Student will use proofreading and editing to improve the quality of writing.

Instructional Objectives

Student will:

- proofread written work to identify and correct errors in spelling, mechanics, and usage.
- confer with peers to promote further editing of written work.
- read pieces aloud and listen attentively for such things as natural pauses, omitted words, and awkward structure.
- create an editing checklist to facilitate correction of written work.
- identify an audience for written work that has been proofread and edited.
- publish or display finished work.

GOAL 5: Student will communicate messages through various modes of discourse.

Instructional Objectives

Student will:

- select appropriate modes of discourse depending on purpose and audience.
- use various forms of writing including creative, factual, and imaginative.
- demonstrate effective use of language to influence the attitudes and feelings of readers.
- write a letter, including date, salutation, closing, and signature, and prepare envelope showing return address as well as full name and address of recipient.
- write descriptive, narrative, persuasive, and expository paragraphs.

GOAL 6: Student will use source materials for writing projects.

Instructional Objectives

Student will:

- integrate information obtained from written and human sources into writing activities.
- locate information in appropriate reference materials by using study skills.
- demonstrate note-taking techniques.
- summarize and organize information gathered from notes and interviews.
- use information gathered as a basis for writing.

PURPOSE III: Understanding and Constructing Sentences

GOAL 1: Student will interpret and create meaning through various sentence types.

Instructional Objectives

Student will:

- appreciate that meaning is conveyed by different sentence types: declarative, exclamatory, interrogative, and imperative.
- use punctuation such as periods, question marks, and exclamation points as cues to meaning.
- vary sentence types to provide interest and fluency in writing.
- choose words appropriately to provide clarity, vividness, and precision.

GOAL 2: Student will create and interpret expanded written sentences.

Instructional Objectives

Student will:

- link related ideas to create complex sentences.
- combine ideas by using such coordinating words as "and," "but," "or."
- use syntactically complex sentences in written activities.

PURPOSE IV: Understanding and Building Vocabulary

GOAL 1: Student will use context to expand vocabulary.

Instructional Objectives

Student will:

- identify the meaning of unfamiliar words by using clues in context, both in technical and literary material.
- use content area words to expand vocabulary.

GOAL 2: Student will interpret and use figurative language.

Instructional Objectives

Student will:

- discuss how figurative language, such as simile, metaphor, and personification, stimulates visual imagery.
- use figurative language in written expression.

PURPOSE V: Understanding and Forming Words

GOAL 1: Student will identify and use structural elements.

Instructional Objectives

Student will:

- identify words that have their origins in other languages.
- identify how morphemic elements, such as root words, prefixes, suffixes, and affixes, convey meaning.
- appreciate that language is constantly growing and changing.

GOAL 2: Student will use sound-symbol relationships.

Instructional Objectives

Student will:

- use oral and visual cues to divide multisyllabic words into syllables.
- use graphic/phonemic clues to divide unfamiliar vocabulary.

Communication Arts—Grade 6

LISTENING AND SPEAKING STRAND

PURPOSE I: Understanding and Expressing Spoken Language

GOAL 1: Student will demonstrate improved listening skills.

Instructional Objectives

Student will:

- write responses to questions asked orally.
- listen to and discuss a story with the class and respond to comments made by others.
- listen to and retell a partner's story and ask relevant questions.
- listen to a partner's personal narrative and make suggestions that will improve the story.
- listen to classmates' persuasive passages and identify the terms and arguments that make the passages effective.
- listen to and recognize two different points of view.
- listen to a poem and identify the poet's message or theme.
- listen to a poem and identify the poet's use of personification.

GOAL 2: Student will represent visual images formed from stories read aloud.

Instructional Objectives

Student will:

- illustrate a scene from a written description read aloud.
- draw pictures of the characters described in a poem read aloud.
- act out a scene from a story.

GOAL 3: Student will follow oral instructions.

Instructional Objectives

Student will:

- read his/her personal narrative to a partner and listen to oral responses and suggestions.
- listen to a set of instructions and then carry them out.

GOAL 4: Student will organize ideas for oral presentation.

Instructional Objectives

Student will:

- develop an ongoing chart that outlines a process, such as choosing a career, and report the results to the class.
- categorize the responses to a survey using a simple bar graph and interpret it for the class.
- categorize and group ideas according to fact and opinion.

GOAL 5: Student will distinguish between fact and fantasy.

Instructional Objectives

Student will:

- differentiate between fact and opinion in a biography.
- identify and discuss five facts and five opinions about a topic.

GOAL 6: Student will describe how structure and style of presentation affect meaning.

Instructional Objectives

Student will:

- identify an author's use of first-person narrative and how it influences reader's response to the action.
- identify how photographs and illustrations affect meaning.
- listen to a partner's story and make two structural or stylistic suggestions to clarify meaning.
- suggest an improvement in the sentence or paragraph structure of a sample essay after listening to it being read by the teacher.
- describe how a poet's typographical presentation of a poem affects meaning.

GOAL 7: Student will demonstrate critical listening and thinking skills.

Instructional Objectives

Student will:

- verbally answer inference questions about a story.
- discuss how oral messages may be interpreted at different levels of meaning.
- participate in group problem-solving discussions.
- listen critically to a partner's personal narrative and then ask questions that will help the partner expand the story.
- identify and discuss the use of metaphor in a given poem.
- identify the use of irony in a given poem.
- formulate opinions based on discussions.
- formulate appropriate questions to gain different types of information.
- use problem exploration strategies.

GOAL 8: Student will create and tell a story.

Instructional Objectives

Student will:

- pretend to be a character in a story.
- recall descriptions of the main characters of a story.
- summarize the events in a story.
- tell a story about a personal experience.
- describe an imaginary situation.
- expand upon a story that has been told.

GOAL 9: Student will use various modes of oral discourse.

Instructional Objectives

Student will:

- express him/herself in complete sentences whose compound and complex structures are appropriate to the chosen mode.
- use metaphor and personification in telling a story.
- give short impromptu talks to the class to build poise and confidence.
- use pantomime, body action, and appropriate voice modulation in performing a role in a play.
- act out a scene from a familiar story while class tries to identify it.

GOAL 10: Student will use formal and informal language in appropriate settings.

Instructional Objectives

Student will:

- design survey questions about a subject of his/her choice.
- use formal questioning as he/she surveys other students.
- participate in small group discussions using formal and informal language when appropriate.
- listen to a partner's personal narrative and suggest whether the use of formal language or informal language is appropriate.
- compare and contrast dialectical and standard constructions.

GOAL 11: Student will reconstruct experiences and predict outcomes.

Instructional Objectives

Student will:

- relate the steps taken by a character in making a decision.
- create and tell a different ending to a story.
- orally present to the class an experience in which someone encouraged or discouraged him/her to make a decision.
- predict what would happen if he/she were a character in a particular story.

PURPOSE II: Understanding and Expressing Sentences

GOAL 1: Student will identify and use explicit and implicit meanings in a sentence.

Instructional Objectives

Student will:

- identify the topic sentence in an oral presentation.
- derive meaning through the structure and rhythm of sentences.
- identify the elements of expression that make a sentence more persuasive, e.g., pitch, intonation, and stress.
- relate an experience to other students using expanded sentences with explicit and implicit meaning.

PURPOSE III: Understanding and Using Words

GOAL 1: Student will use content and function words.

Instructional Objectives

Student will:

- identify and use parts of speech related to the content of the sentence.
- identify and use parts of speech which connect words and indicate sequence.
- use new vocabulary in appropriate sentences.

GOAL 2: Student will demonstrate comprehension of the relationships of words to each other and to the context in which they appear.

Instructional Objectives

Student will:

- use proper subject-verb agreement when speaking.
- use simple and complex locutions, e.g., antonyms, connotations, multiple meanings, homonyms, and homophones, in spoken language.

GOAL 3: Student will use context to expand vocabulary.

Instructional Objectives

Student will:

- express her/himself, using new vocabulary words in context, during the class discussion of the reading as guided by the teacher.
- use three key words in sentences to demonstrate an understanding of word meanings through context.

READING AND WRITING STRAND

PURPOSE I: Understanding Written Texts

GOAL 1: Student will use visual linguistic cues to clarify meaning.

Instructional Objectives

Student will:

- identify visual cues, such as boldface type, that assist in providing meaning.
- identify a poet's use of typographical clues.
- note the placement of punctuation in the stanzas of a poem and the way the meaning is affected.

GOAL 2: Student will predict and confirm context by forming mental images.

Instructional Objectives

Student will:

- write a prediction about a character in a story.
- revise writing so that descriptions of events lead to a mental image of the experience described.
- draw pictures of the reactions of characters in stories.
- draw a picture of a favorite image in a story to evoke the appropriate mood.

GOAL 3: Student will translate written text through multisensory approaches (e.g., visual, graphic, dramatic).

Instructional Objectives

Student will:

- draw pictures to aid readers in the comprehension of the written text.
- interpret written text through visual, graphic, and dramatic projects.
- improvise scenes from a play for insight into character and motivation.

GOAL 4: Student will distinguish between fact and fiction.

Instructional Objectives

Student will:

- identify facts in a biography.
- differentiate between fact and fiction in a story.
- differentiate between facts and opinions in a story.

GOAL 5: Student will demonstrate ability to use critical reading and thinking skills.

Instructional Objectives

Student will:

- describe in writing the ways an author made a story interesting.
- compare and contrast authors' styles with regard to setting, mood, characters, etc.
- evaluate a piece of literature in terms of author's purpose.
- identify an author's viewpoint.
- evaluate materials for validity and accuracy.
- identify the plot elements of a literary selection.
- analyze characters in books in terms of the influence of their environments.
- use inductive or deductive reasoning to draw conclusions about a paragraph in a selection.
- identify and read examples of essays that express author's sense of humor, way of thinking, or preferences.
- identify cause-and-effect relationships to aid in drawing conclusions and predicting outcomes.
- determine whether the rhyme scheme of a poem is regular or irregular.
- identify poems with regular stanza forms such as couplets or quatrains.
- discuss how the rhythm of a poem affects its emotional impact.
- analyze the use of simile and metaphor in poems.
- write an essay describing how a piece of literature relates to his/her own experiences.

GOAL 6: Student will identify the main idea in a written text.

Instructional Objectives

Student will:

- identify the most important events in a story.
- describe the theme of a story.
- examine text paragraphs to identify topic sentences.
- revise writing so that all main ideas are supported by details.
- identify the most important ideas expressed in a poem.

PURPOSE II: Constructing Written Texts

GOAL 1: Student will construct a written passage based on a central theme.

Instructional Objectives

Student will:

- write a paragraph about the meaning of a saying, e.g., "If at first you don't succeed, try, try again."
- write an essay describing the feelings of a character in literature.
- revise writing so that the topic is focused.

GOAL 2: Student will produce sequentially ordered written directions.

Instructional Objectives

Student will:

- write a business letter directing the recipient to solve a specific problem or supply specific information.
- work in a small group in order to put together a set of written directions on how to gather information on a specific topic.
- develop directions and a checklist of things to look for when editing an original written passage.
- write directions for a process using equipment, e.g., a recipe, an art project.

GOAL 3: Student will summarize a story.

Instructional Objectives

Student will:

- write a summary of a piece of literature.
- summarize a poem in prose form.

GOAL 4: Student will identify and use characteristics of literature.

Instructional Objectives

Student will:

- identify the theme, mood, and plot of a piece of literature and use these same characteristics in his/her written expression.
- write a story that has a theme, plot, and specific mood.

GOAL 5: Student will demonstrate the ability to use various modes of written expression.

Instructional Objectives

Student will:

- write a business letter.
- write a friendly letter.
- write a personal narrative.
- write a poem.
- write a persuasive passage.
- write an article for a class newspaper.
- write a descriptive paragraph using effective and selective words to achieve sensory effects.
- write a simple expository paragraph of the "how to do" or "how to make" variety using sequential order.

PURPOSE III: Understanding and Constructing Sentences

GOAL 1: Student will develop meaning through various sentence types.

Instructional Objectives

Student will:

- identify declarative, exclamatory, interrogative, and imperative sentences in literature.
- review his/her writing for varied sentence types.

GOAL 2: Student will analyze various sentence patterns and alter or expand their form.

Instructional Objectives

Student will:

- rewrite simple sentences into compound sentences.
- vary the way his/her sentences begin.
- revise written work so that it contains a variety of compound and complex sentences.
- identify conjunctions and use them to expand sentences.
- identify adjectives and adverbs and use them to expand sentences.
- describe how the use of punctuation affects meaning.
- use subordinating linking words such as "when," "as," "since," "although," and "because" to join basic sentences.

PURPOSE IV: Understanding and Building Vocabulary

GOAL 1: Student will use context to expand vocabulary.

Instructional Objectives

Student will:

- identify meanings of key words using context clues.
- write original sentences for new words to demonstrate his/her understanding of the use of the words.
- use punctuation to provide clues to word meaning, e.g., dash, parenthesis, comma.

GOAL 2: Student will demonstrate comprehension of the relationships of words to each other and to the context in which they appear.

Instructional Objectives

Student will:

- identify root words and their relationship to prefixes and suffixes.
- identify antonyms in a story.
- use context to derive the definitions of multi-meaning words.

GOAL 3: Student will show ability to use figurative language.

Instructional Objectives

Student will:

- identify figurative language in a story.
- use figurative language, e.g., metaphor and simile, to enhance writing.

PURPOSE V: Understanding and Forming Words

GOAL 1: Student will use structural elements to convey meaning.

Instructional Objective

Student will:

- identify the morphemic elements of words, such as root words and affixes, to aid in defining.

GOAL 2: Student will use sound-symbol relationships.

Instructional Objective

Student will:

- write a poem using onomatopoeia.

GOAL 3: Student will use reference materials appropriately.

Instructional Objectives

Student will:

- use the dictionary to define unknown words.
- use the thesaurus to find synonyms and antonyms.
- use the dictionary in order to correct spelling when editing his/her writing.
- use the encyclopedia to find information about a subject.

GOAL 4: Student will develop specific content area vocabulary.

Instructional Objectives

Student will:

- learn the meanings of new words from content area reading.
- use new vocabulary words in his/her writing.

Communication Arts—Grade 7

LISTENING AND SPEAKING STRAND

PURPOSE I: Understanding and Expressing Spoken Language

GOAL 1: Student will demonstrate appreciation of oral tradition.

Instructional Objectives

Student will:
- discuss the relationship between oral and written language.
- discuss how language is always in the process of change.
- identify ways in which the history of language influences contemporary dialects and usage.
- listen to a fable.
- listen to a folk tale.
- discuss examples of mythological deities, folk heroes, and characters from stories and fables who possess qualities that mirror human attributes, virtues, and frailties.
- listen to dialogue in a play.

GOAL 2: Student will identify purpose and viewpoint in spoken language.

Instructional Objectives

Student will:
- deduce that a speaker has a conscious purpose and viewpoint.
- discuss the difference between the exact and implied meanings of words (connotation and denotation).
- identify the techniques used in a persuasive speech.

GOAL 3: Student will form and evoke visual images.

Instructional Objectives

Student will:
- describe visual images formed from oral information.
- discuss the power of speech to create pictures in our minds.
- identify and discuss images evoked by speakers through the use of figurative language.

GOAL 4: Student will process oral messages.

Instructional Objectives

Student will:
- follow specific sequential directions for completing an assignment.
- analyze information in an oral presentation.

GOAL 5: Student will identify with characters in reading selections.

Instructional Objectives

Student will:
- express ways to identify with characters from literature read aloud or retold.
- listen to a biographical sketch.
- identify and discuss the use of personification as a technique for providing insight into characters.
- read and discuss literary selections in terms of own feelings, values, and experiences.

GOAL 6: Student will listen nonjudgmentally.

Instructional Objectives

Student will:
- recall and summarize oral information.
- report speaker's message without indicating judgment or bias.

GOAL 7: Student will identify types of oral discourse.

Instructional Objectives

Student will:
- listen to a personal experience.
- identify a speaker's point of view.
- identify sensory details in a description.
- identify details that support a speaker's thesis.

GOAL 8: Student will select and record information presented orally.

Instructional Objectives

Student will:
- identify main ideas and significant details in formal presentations.
- select and record main ideas, supportive details, and point of view in class discussions.
- evaluate information given in formal presentations in terms of personal needs.

GOAL 9: Student will interpret information.

Instructional Objectives

Student will:

- differentiate between relevant and irrelevant information.
- draw logical conclusions and make generalizations based on facts presented.
- differentiate between fact and opinion when listening to a speech.
- formulate appropriate questions to gain information in order to solve problems.
- use problem exploration strategies to help explore unfamiliar problems.

GOAL 10: Student will evaluate and use electronic media.

Instructional Objectives

Student will:

- describe ways in which electronic media, such as television, radio, and computers, affect society.
- evaluate the usefulness of electronic media for providing information.
- use a tape recorder to record and revise formal presentations.

GOAL 11: Student will interpret and reproduce nonverbal language.

Instructional Objectives

Student will:

- discuss how nonverbal language affects meaning.
- use nonverbal language such as signs and symbols to communicate.
- use body language to enhance oral presentations.

GOAL 12: Student will construct appropriate questions.

Instructional Objectives

Student will:

- identify the purpose of questioning.
- use appropriate questioning techniques to elicit information in an interview.
- create questions that are appropriate to the audience.

GOAL 13: Student will work effectively in groups.

Instructional Objectives

Student will:

- participate actively in the effective exchange of ideas in a group discussion.
- assume responsibility for the collective process when participating in a group discussion.
- participate in group presentations, e.g., plays.
- use parliamentary procedure to conduct meetings.

GOAL 14: Student will speak to a group.

Instructional Objectives

Student will:

- use appropriate nonverbal techniques such as eye contact, gestures, and facial expressions when speaking to a group.
- use speech techniques such as appropriate intonation and pronunication in presentations.
- use appropriate language and speech techniques as a participant in a debate.
- use voice production techniques, such as proper respiration, phonation, resonance, and articulation.

READING AND WRITING STRAND

PURPOSE I: Understanding Written Texts

GOAL 1: Student will demonstrate critical reading and thinking skills.

Instructional Objectives

Student will:

- discuss how written texts may be interpreted at different levels.
- analyze an author's purpose and viewpoint.
- evaluate an author's purpose and viewpoint.
- identify the use of propaganda.
- identify whether a novel is told from the author's point of view (third person) or a character's point of view (first person).

GOAL 2: Student will identify and use elements of fiction.

Instructional Objectives

Student will:

- identify elements of a story: plot, theme, character, setting, mood.
- identify a novel's or story's plot.
- identify examples of the use of flashback as a method of plot development.
- demonstrate the use of pathos, irony, and wit to produce emotional effect.

GOAL 3: Student will differentiate various types of literature.

Instructional Objectives

Student will:

- identify the differences between different types of literature.
- identify the characteristics of poems, plays, novels, essays, short stories, and biographies.
- determine how an author's selection of genre affects meaning.

GOAL 4: Student will use literature to discuss self and society.

Instructional Objectives

Student will:

- identify conflict in a piece of literature.
- discuss how conflicts in literature are based on real-life experiences.
- read fiction and nonfiction pieces to compare and contrast characters' lives with own.
- read biographies and autobiographies to understand people's lives.

GOAL 5: Student will expand vocabulary.

Instructional Objectives

Student will:

- use the context of a piece of literature to define new words.
- use the dictionary to define new words.
- use the thesaurus to find synonyms.
- incorporate new words from literature into own writing.
- incorporate new words from literature into oral vocabulary.

GOAL 6: Student will identify and use figurative language.

Instructional Objectives

Student will:

- identify an author's use of hyperbole, simile, metaphor, and personification.
- discuss how an author uses figures of speech to sharpen perceptions and enhance visual imagery.
- incorporate figures of speech into writing.

GOAL 7: Student will demonstrate varying rates of reading.

Instructional Objectives

Student will:

- adjust his/her reading rate appropriately to suit various purposes and materials.
- adjust his/her reading technique to purpose and materials.

GOAL 8: Student will discuss and use media.

Instructional Objectives

Student will:

- identify and discuss how information is presented differently by different forms of media.
- use electronic media such as computers, filmstrips, movies, television, and video and audio tapes.
- use media such as newspapers and magazines.

PURPOSE II: Expressing Written Language

GOAL 1: Student will use the methods of "writing as a process."

Instructional Objectives

Student will:

- use prewriting activities such as brainstorming, peer conferences, etc., to form ideas for writing.
- write drafts.
- confer to gain ideas for organizing and clarifying writing.
- revise writing based on feedback from peer conferences.
- develop individual editing checklists.
- edit writing with attention to syntax, usage, spelling, and punctuation.

GOAL 2: Student will identify and use resources for specific purposes.

Instructional Objectives

Student will:

- locate, select, record, and organize information from a variety of sources including newspapers, magazines, reference books, and computer database programs.
- use the information gained from a variety of resources to write a research report.
- incorporate information gained from a variety of written sources.

GOAL 3: Student will use various story elements in writing.

Instructional Objective

Student will:

- write a story incorporating a variety of elements: plot, characterization, conflict, theme, mood, setting, dialogue, symbolism, and point of view.

GOAL 4: Student will incorporate use of sentence types.

Instructional Objectives

Student will:

- write declarative, exclamatory, interrogative, and imperative sentences appropriately
- write simple, compound, complex, and compound-complex sentences appropriately.

GOAL 5: Student will use various modes of written discourse.

Instructional Objectives

Student will:

- write a narrative.
- write a descriptive essay using adjectives and adverbs.
- express point of view in persuasive discourse.
- write an expository piece with main idea and related details.
- write poetry.
- write a factually oriented, objective report.
- write a business letter.

GOAL 6: Student will use modern technology to enhance writing.

Instructional Objective

Student will:

- use computerized word processing software in all aspects of the writing process.

Communication Arts—Grade 8

LISTENING AND SPEAKING STRAND

PURPOSE I: Understanding and Expressing Spoken Language

GOAL 1: Student will demonstrate appreciation of oral tradition.

Instructional Objectives

Student will:
- discuss the relationship between oral and written language.
- use language that reflects the process of change.
- identify ways in which the history of language influences contemporary dialects and usage.
- listen to a speech to recognize how choice of words reflects time and place.
- listen to dialogue from a play for appreciation of the variety of oral expression.
- listen to a fable and folk tale to recognize how language reflects the culture of a people.

GOAL 2: Student will identify purpose and viewpoint in oral presentations.

Instructional Objectives

Student will:
- deduce that a speaker has a conscious purpose and viewpoint.
- discuss the difference between the exact and implied meanings of words.
- identify a speaker's use of propaganda (an organized effort to spread ideas about a person, product, or cause).
- identify the techniques used by speakers to influence thought, feelings, and attitudes.

GOAL 3: Student will form and evoke visual images.

Instructional Objectives

Student will:
- discuss visual images formed, based on oral information.
- discuss the power of speech to create pictures in our minds.
- identify and discuss images evoked by speakers through the use of figurative language such as personification, simile, and metaphor.

GOAL 4: Student will process oral messages.

Instructional Objective

Student will:
- follow specific sequential directions for completing an assignment.

GOAL 5: Student will identify with others.

Instructional Objectives

Student will:
- express ways in which he/she identifies with characters in literature read aloud or retold.
- listen to an autobiographical sketch.
- identify and discuss an author's use of figurative language to provide insight into characters.
- relate lives of literary characters to personal experience/prior knowledge.

GOAL 6: Student will listen nonjudgmentally.

Instructional Objectives

Student will:
- recall and summarize oral information.
- report speaker's message without indicating judgment or bias.
- differentiate without bias between form and content of the spoken words, i.e., accents, regionalisms, speech defects, handicaps, formal and informal language.

GOAL 7: Student will identify aspects of oral discourse.

Instructional Objectives

Student will:
- describe the speaker's purpose in a persuasive speech.
- listen to a speaker relate a personal experience.
- identify the dominant impression in a description.
- identify details that support a speaker's thesis in an expository presentation.

GOAL 8: Student will select and record information presented orally.

Instructional Objectives

Student will:

- differentiate between relevant and irrelevant information.
- draw logical conclusions and make generalizations based on facts presented.
- differentiate between fact and opinion when listening to a speech.
- formulate appropriate questions to gain information in order to solve problems.
- use problem exploration strategies to help explore unfamiliar problems.
- identify a speaker's point of view.

GOAL 9: Student will evaluate and use electronic media.

Instructional Objectives

Student will:

- describe the role in contemporary society of electronic media such as television, radio, and computers.
- evaluate the usefulness of electronic media for providing information.
- use a tape recorder to record and revise formal presentations.
- use a videotape recorder to record and revise formal presentations.

GOAL 10: Student will interpret and reproduce nonverbal language.

Instructional Objectives

Student will:

- discuss how nonverbal language affects meaning.
- use nonverbal language, such as signs and symbols, to communicate.
- recognize mime as a reference for body language in presentations.

GOAL 11: Student will construct appropriate questions.

Instructional Objectives

Student will:

- identify purpose of questioning.
- use appropriate questioning techniques to elicit information in an interview.
- create questions that are appropriate to the audience.
- reword questions if necessary to fulfill the purpose of questioning.

GOAL 12: Student will work effectively in groups.

Instructional Objectives

Student will:

- participate actively in the effective exchange of ideas in a group discussion.
- assume responsibility for the collective process when participating in a group discussion.
- participate in group presentations such as plays and debates.

GOAL 13: Student will speak to a group.

Instructional Objectives

Student will:

- use appropriate nonverbal techniques such as eye contact, gestures, and facial expressions when speaking to a group.
- use speech techniques such as appropriate intonation and pronunciation in presentation.
- use note cards in an effective way when speaking to a group.
- use proper voice production to communicate effectively.
- use appropriate speech techniques and language as a participant in a debate.

READING AND WRITING STRAND

PURPOSE I: Understanding Written Texts

GOAL 1: Student will demonstrate critical reading and thinking skills.

Instructional Objectives

Student will:

- discuss how written texts may be interpreted at different levels.
- analyze an author's purpose and viewpoint.
- evaluate an author's purpose and viewpoint.
- identify purpose and focus for understanding a written text.
- use a story's early ideas to anticipate what will follow.
- identify examples of reports which are biased through omission of pertinent information.
- infer meaning of sentences where ellipses are used.
- analyze what is revealed about characters through the use of first-person narrative.
- identify theme of written text.
- recognize that in expository writing there is a thesis supported by details.
- evaluate the impact of variations in time sequence on plot development.
- discuss how foreshadowing is used in a literary selection to give psychological and artistic emphasis and to build suspense.

GOAL 2: Student will identify and use elements of fiction.

Instructional Objectives

Student will:

- analyze how the elements of a story, such as setting, character, plot, and mood, add to an understanding of a selection.
- evaluate a novel's or a story's subplot and how it supports the theme.
- discuss foreshadowing as a method of plot development.
- identify symbolism in a literary work.

GOAL 3: Student will differentiate various types of literature.

Instructional Objectives

Student will:

- identify the differences between different types of literature.
- identify the characteristics of poems, plays, novels, essays, short stories, biographies, and autobiographies.
- discuss how an author's selection of genre affects meaning.

GOAL 4: Student will use literature to discuss self and society.

Instructional Objectives

Student will:

- identify conflict in a piece of literature.
- discuss how conflicts in literature are based on real-life experiences.
- read fiction and nonfiction pieces about people whose lives are different from his/hers.
- read an autobiography to identify and discuss author's personal reflections.
- evaluate literary selections in terms of personal attitudes and values.

GOAL 5: Student will expand vocabulary.

Instructional Objectives

Student will:

- use the content of a piece of literature to define new words.
- use the dictionary to define new words.
- use the thesaurus to find synonyms and antonyms.
- incorporate new words from literature in his/her writing.
- incorporate new words from literature in his/her oral vocabulary.
- identify new words formed from existing words, i.e., compounds, blends, clipped forms, and acronyms.

GOAL 6: Student will interpret and use figurative language.

Instructional Objectives

Student will:

- use figures of speech to express ideas indirectly.
- identify an author's use of hyperbole, simile, metaphor, and personification.
- discuss how an author uses figures of speech to sharpen perceptions and enhance visual imagery.
- incorporate figures of speech into his/her own writing.
- identify the use of symbols in poetry.

GOAL 7: Student will demonstrate varying rates of reading.

Instructional Objectives

Student will:

- adjust his/her reading rate appropriately to purposes and materials.
- adjust his/her reading technique to purposes and materials.

GOAL 8: Student will discuss and use media.

Instructional Objectives

Student will:

- describe how media provides information for large numbers of people.
- discuss the importance of understanding different forms of communication.
- participate in activities involving the use of electronic media such as filmstrips, movies, and tapes.
- participate in activities involving print media such as newspapers and magazines, catalogues and periodicals.

PURPOSE II: Expressing Written Language

GOAL 1: Student will use the methods of "writing as a process."

Instructional Objectives

Student will:

- participate in prewriting activities such as brainstorming, peer conferences, listing, teacher modeling, etc., to form ideas for writing.
- write first drafts.
- participate in conferences to gain ideas for organizing and clarifying writing.
- revise writing based on personal review or peer or teacher conferences.
- develop and use individual editing checklists.
- develop and use individual proofreading checklists, with attention given to surface errors such as spelling, punctuation, and capitalization.
- design writing for appropriate audiences.

GOAL 2: Student will identify and use resources for specific purposes.

Instructional Objectives

Student will:

- locate, select, record, and organize information from a variety of sources including newspapers, magazines, short stories, reference books, etc.
- use the information gained from a variety of resources to write a research report.
- use the information gained from a variety of sources to write a persuasive essay.
- incorporate information gained from a variety of written sources in his/her own general writing.

GOAL 3: Student will identify and use literary forms.

Instructional Objectives

Student will:

- identify elements of form such as plot, characterization, conflict, theme, mood, tone, setting, dialogue, symbolism, and point of view.
- discuss the author's use of the elements of form to convey meaning.
- use the elements of form to enhance his/her own writing.

GOAL 4: Student will identify and use modes of written discourse.

Instructional Objectives

Student will:

- write a narrative based on personal experience.
- write a descriptive essay using connecting words (prepositions and conjunctions) to show how one idea relates to another.
- express his/her point of view in a persuasive essay that contains an introductory statement declaring an opinion and supporting details.
- support a main idea with related details and examples in expository writing.
- write a news story using the 5 W's.
- incorporate the use of dialogue in writing.
- write a character sketch.
- write longer compositions using paragraphs stressing introduction, body, and conclusion.
- discuss the advantages and disadvantages of authors of autobiographies in approaching their own lives.
- write a business letter using the appropriate tone.

Communication Arts—Grade 9

LISTENING AND SPEAKING STRAND

PURPOSE I: Understanding and Expressing Spoken Language

GOAL 1: Student will demonstrate appreciation of oral tradition.

Instructional Objectives

Student will:
- discuss how the oral tradition is the forerunner of our written language.
- relate stories, folklore, and myths arising from diverse heritages.
- connect personal experiences to universal tales of the past.
- identify examples of words and figures of speech whose meanings depend upon their literary or historical heritage.

GOAL 2: Student will identify purpose and viewpoint in spoken discourse.

Instructional Objectives

Student will:
- identify a speaker's purpose and viewpoint.
- identify propaganda techniques based upon emotional appeal.
- identify the moral or theme of a story.

GOAL 3: Student will evoke sensory images.

Instructional Objectives

Student will:
- describe sensory images formed through active listening.
- create a relationship between words and images in the minds of listeners.
- describe and discuss the impact of images evoked through the use of figurative language.

GOAL 4: Student will interpret oral information.

Instructional Objectives

Student will:
- differentiate between relevant and irrelevant information.
- draw logical conclusions and make generalizations based on information presented.
- differentiate between fact and opinion in oral messages.
- identify bias, propaganda, and slant.

GOAL 5: Student will identify with others.

Instructional Objectives

Student will:
- express identification with characters in literature and make comparisons to his/her own life.
- use theater arts techniques, such as play acting, shadow puppetry, taping, and exercises, to develop voice projection and to explore how characters react in various situations.

GOAL 6: Student will listen nonjudgmentally.

Instructional Objectives

Student will:
- report the content of the spoken word without bias.
- examine all available information before making judgments.
- recognize that cultural continuity is provided through family and social traditions.
- examine and appreciate family and social traditions of other cultures.

GOAL 7: Student will interpret and record information presented orally.

Instructional Objectives

Student will:
- identify main ideas and significant details in formal presentations.
- select and record main ideas, supporting details, and point of view in class discussion.
- record all of the speaker's main ideas when taking notes for a project.
- select and organize relevant information in order to prepare a formal presentation.
- record a dictated passage.

GOAL 8: Student will identify various types of oral discourse.

Instructional Objectives

Student will:
- identify and demonstrate ability to employ narrative discourse.
- identify and demonstrate ability to employ persuasive discourse.
- identify and demonstrate ability to employ descriptive discourse.
- identify and demonstrate ability to employ expository discourse.
- use language appropriate to purpose, occasion, and audience.

GOAL 9: Student will speak to a group.

Instructional Objectives

Student will:
- speak clearly and effectively on a topic to both large and small groups.
- differentiate between formal and informal speech.
- use appropriate public speaking aids, including note cards, outlines, and audio-visual aids.
- demonstrate that formal speech is used to give information, to report, and to air opinions.
- interpret and reproduce nonverbal language such as eye contact, gestures, body language, and facial expressions.

GOAL 10: Student will construct appropriate questions.

Instructional Objectives

Student will:
- demonstrate knowledge of different kinds of questions.
- formulate and use appropriate questions to elicit information.
- formulate and use appropriate questions to provoke discussion.

GOAL 11: Student will work effectively in groups.

Instructional Objectives

Student will:
- demonstrate recognition of responsibilities to the group when working with others.
- participate actively in the effective exchange of ideas.
- engage in group interactions such as committees, debates, panels, and mock trials.

GOAL 12: Student will interpret material for performance.

Instructional Objectives

Student will:
- differentiate among types of plays, e.g., one act, full length, comedy, and tragedy.
- analyze various genres in order to dramatize selections.
- determine the appropriate voice quality, tone, and body language to portray a character.
- perform different and appropriate materials.

GOAL 13: Student will describe and evaluate electronic media.

Instructional Objective

Student will:
- use electronic media creatively to extend and enhance individual and group performances.

READING AND WRITING STRAND

PURPOSE I: Understanding and Expressing Written Language

GOAL 1: Student will seek to understand self in relation to society.

Instructional Objectives

Student will:

- discover techniques to help clarify values.
- deepen understanding of human nature through comparing personal experience with the experiences of characters in fiction and nonfiction.
- recognize that character development may be evaluated by standards of credibility and consistency.
- identify differences in the underlying values of individuals, both real and fictitious.
- express increased enjoyment of literature.
- use various forms of written expression to explore the above objectives.

GOAL 2: Student will develop critical reading and thinking skills.

Instructional Objectives

Student will:

- discuss how written texts may be interpreted at different levels of meaning.
- analyze and evaluate an author's purpose and point of view.
- use prior knowledge to understand an author's message.
- use critical thinking techniques to evaluate an author's message.
- differentiate between first-person and third-person narrative.
- predict the ending of a story or a novel as a logical outcome of character development and plot.
- write an alternative ending to a story.
- rewrite a short piece, changing the point of view.
- respond in writing, agreeing or disagreeing with the author's message.

GOAL 3: Student will identify various types of literature.

Instructional Objectives

Student will:

- identify the characteristics of a personal narrative.
- identify the characteristics of descriptive writing.
- identify the characteristics of persuasive writing.
- identify the characteristics of expository writing.
- respond to various literary genres in writing.

GOAL 4: Student will identify and use elements of fiction.

Instructional Objectives

Student will:

- identify the basic elements in fiction.
- identify literary devices used by a writer.
- describe the development of the plot as rising action, climax, falling action, resolution, and denouement.
- identify plots that do not develop according to regular patterns but shift back and forth.
- recognize the effect of setting on plot, theme, and character.
- use the basic elements of fiction in his/her own writing.
- identify the use of flashback and foreshadowing in plot development.

GOAL 5: Student will identify and use formal and informal language.

Instructional Objectives

Student will:

- differentiate among patterns of standard and nonstandard English in written texts.
- identify literary use of dialects and regionalisms.
- use language appropriate to his/her audience in written work.

GOAL 6: Student will identify and use figurative language.

Instructional Objectives

Student will:

- identify and use figures of speech that sharpen perceptions to improve the clarity of speaking and writing.
- identify and use figures of speech that enhance imagery.
- identify and use irony in writing.

GOAL 7: Student will identify and use various modes of writing.

Instructional Objectives

Student will:

- identify the purpose of various modes of writing such as narrative, descriptive, persuasive, and expository.
- select and use the appropriate mode of writing for his/her audience and purpose.
- use details to establish a point of view in a descriptive paragraph.
- use comparison and contrast in expository writing.
- establish a point of view, use logical development, and employ effective language in persuasive writing.
- write a friendly letter.
- write letters of application and persuasion.

GOAL 8: Student will explore and use the methods of "writing as a process."

Instructional Objectives

Student will:

- discuss writing as a process of thought and expression.
- incorporate prewriting, drafting, revising, editing, and publishing as integral components of writing.
- work individually and in groups in employing the elements of the writing process.

GOAL 9: Student will use computers as learning tools.

Instructional Objectives

Student will:

- demonstrate skills in using the computer.
- use the word processor as a tool for composing, revising, and editing in his/her own writing.

GOAL 10: Student will identify and use writing conventions.

Instructional Objectives

Student will:

- use correct syntax, spelling, punctuation, and usage in his/her own writing.
- demonstrate attention to the mechanics of writing to provide effective written communciation.
- use a variety of sentences to provide smoothness and interest, and to enhance style.
- use the dictionary and thesaurus to prepare copy.
- develop and utilize editing checklists.

GOAL 11: Student will demonstrate varying rates of reading.

Instructional Objectives

Student will:

- adjust his/her rate of reading to the purposes and types of materials selected.
- apply the techniques of previewing, surveying, skimming, and scanning.

GOAL 12: Student will expand use of vocabulary.

Instructional Objectives

Student will:

- use word analysis, etymology, context clues, and dictionary skills to increase his/her vocabulary.
- differentiate between the denotative and connotative functions of words.
- apply context clues to unfamiliar words.

GOAL 13: Student will use resource information for specific purposes.

Instructional Objectives

Student will:

- locate and use outside resources to gain information.
- use library skills to gather information to write a research report.
- use the library resources such as resource personnel, periodicals, media rooms, microfilm, and data banks.
- take notes and use them to organize information preparatory to writing a research report.
- use the dictionary, thesaurus, and stylebooks to prepare copy correctly in terms of spelling, punctuation, usage, and variety of language.

GOAL 14: Student will develop study skills.

Instructional Objective

Student will:

- apply the skills of mapping, outlining, charting, and summarizing to organize material.

GOAL 15: Student will identify and cite differences among various forms of media.

Instructional Objectives

Student will:

- identify the forms and functions of mass media.
- investigate and evaluate the content, viewpoint, and style of both print and electronic media.
- discuss how information is processed and influenced by the medium selected.
- identify the elements of a news article and use these in his/her own writing.
- identify the point of view in an editorial.
- identify the emotional appeal of a human interest story.

GOAL 16: Student will achieve independence in reading.

Instructional Objective

Student will:

- select and read works from a supplementary booklist which represents a variety of genres on varying levels and which meets his/her needs, interests, and abilities.

Communication Arts—Grade 10

LISTENING AND SPEAKING STRAND

PURPOSE 1: Understanding and Expressing Spoken Language

GOAL 1: Student will demonstrate appreciation of oral tradition.

Instructional Objectives

Student will:

- discuss how the oral tradition is the forerunner of our written language.
- relate stories and folklore arising from diverse heritages.
- discuss how myths and fables concern themselves with qualities that mirror human attributes, virtues, and weaknesses.
- make connections to universal tales from the past.
- identify examples of words and figures of speech whose meanings depend upon their literary or historical heritage.

GOAL 2: Student will identify purpose and viewpoint of language.

Instructional Objectives

Student will:

- identify a speaker's purpose and viewpoint.
- identify propaganda techniques based upon emotional appeal.
- demonstrate how rhetorical devices influence the listeners' responses.

GOAL 3: Student will evoke sensory images.

Instructional Objectives

Student will:

- describe sensory images formed through active listening.
- create a relationship between words and images in the minds of listeners.
- describe and discuss the impact of images evoked through the use of figurative language.

GOAL 4: Student will interpret oral information.

Instructional Objectives

Student will:

- differentiate between relevant and irrelevant information.
- draw logical conclusions and make generalizations based on information presented.
- interpret oral messages by differentiating between fact and opinion.
- make generalizations.
- identify bias, propaganda, and slant.
- take notes while listening to identify purpose, organize ideas, and assimilate details.

GOAL 5: Student will identify with others.

Instructional Objectives

Student will:

- express identification with characters in literature and make comparisons based on personal experience.
- use theater arts techniques to explore how characters react in situations.
- discuss social and political questions in literature.
- recognize that cultural continuity is provided through family and social traditions.
- examine and appreciate family and social traditions of other cultures.

GOAL 6: Student will listen nonjudgmentally.

Instructional Objectives

Student will:

- report the content of the spoken word without bias regarding the speaker's appearance, body language, or style of speech.
- examine all available information before making judgments.

GOAL 7: Student will record and interpret information presented orally.

Instructional Objectives

Student will:

- listen for key words in order to select, summarize, paraphrase, and record main ideas and significant details.
- select and organize relevant information in order to prepare a formal presentation.
- record a dictated passage.

GOAL 8: Student will understand various types of oral discourse.

Instructional Objectives

Student will:

- identify and demonstrate narrative discourse.
- identify and demonstrate persuasive discourse.
- identify and demonstrate descriptive discourse.
- identify and demonstrate expository discourse.
- use language appropriate to purpose, occasion, and audience.
- differentiate between various methods of influencing public opinion.

GOAL 9: Student will speak to a group.

Instructional Objectives

Student will:

- speak clearly, effectively, and extemporaneously on a topic to both large and small groups.
- deliver research reports orally.
- use appropriate public speaking techniques, including note cards, outlines, and audio-visual aids.
- demonstrate recognition of the fact that formal speech is used to give information, to report, and to air opinions.
- interpret and reproduce nonverbal language.

GOAL 10: Student will construct appropriate questions.

Instructional Objectives

Student will:

- formulate and use appropriate questions to elicit information.
- formulate and use appropriate questions to provoke discussion.
- develop questions that will elicit critical feedback.

GOAL 11: Student will work effectively in groups.

Instructional Objectives

Student will:

- participate actively in the effective exchange of ideas.
- engage in group interactions, such as committees, debates, panels, mock trials, and dramatizations.
- demonstrate recognition of responsibilities to the group when working with others.
- develop criteria for evaluation of individual effectiveness within the group.

GOAL 12: Student will interpret material for performance.

Instructional Objectives

Student will:

- analyze various genres in order to dramatize selections.
- determine the appropriate voice quality, tone. and body language to portray a character.
- dramatize scenes to develop understanding and appreciation of dramatic qualities.
- analyze his/her voice and speech, and develop standards for performance.
- develop techniques for reading poetry aloud.

GOAL 13: Student will describe and evaluate electronic media.

Instructional Objectives

Student will:

- use electronic media creatively to extend and enhance individual and group performances.
- develop criteria for evaluating T.V. and radio programs.

READING AND WRITING STRAND

PURPOSE I: Understanding and Expressing Written Language

GOAL 1: Student will seek to understand self in relation to society.

Instructional Objectives

Student will:

- explore an expanding range of social values and beliefs.
- identify a variety of motivations in human behavior.
- recognize that character development may be evaluated by standards of credibility and consistency.
- develop techniques to help discover and clarify individual and social values.
- recognize how the details of a person's life may be presented to glorify or vilify the subject (autobiography and biography).
- use various forms of written expression to explore the above objectives.
- express an increased enjoyment of literature.

GOAL 2: Student will demonstrate critical reading and thinking skills.

Instructional Objectives

Student will:

- demonstrate how written texts may be interpreted at different levels of meaning.
- analyze and evaluate an author's purpose and point of view.
- use prior knowledge to understand an author's message.
- use critical thinking techniques to evaluate an author's message.
- identify and evaluate a biographer's purpose.
- identify the theme or moral of a story when presented indirectly by the author.
- identify and interpret irony, satire, and parody.
- write an original story with an implied theme or moral.
- use irony, satire, and parody in his/her own writing.
- respond in writing, agreeing or disagreeing with an author's message.

GOAL 3: Student will explore various types of literature.

Instructional Objectives

Student will:

- assess the relative value of narrating a story from the first-person or third-person point of view.
- identify the characteristics of descriptive writing.
- identify the characteristics of persuasive writing.
- identify the characteristics of expository writing.
- identify and use sound effects in poetry, such as alliteration, onomatopoeia, and internal rhyme.
- contrast the style of the essayist with that of the journalist.
- differentiate between the formal and the informal essay.
- write several short pieces, using a variety of literary genres.

GOAL 4: Student will identify and use elements of fiction.

Instructional Objectives

Student will:

- identify the basic elements of fiction.
- identify literary devices used by a writer.
- identify the basic plot pattern of rising action, climax, falling action, resolution, and denouement.
- analyze several pieces of fiction to demonstrate that the plot does not necessarily develop according to regular pattern but may shift back and forth.
- recognize the impact of setting on plot, theme, and character.
- recognize that settings may be single or multiple and may shift from one place to another.
- identify the use of flashback and foreshadowing in plot development.
- use the basic elements of fiction in his/her own writing.

GOAL 5: Student will understand and use formal and informal language.

Instructional Objectives

Student will:

- distinguish among patterns of standard and nonstandard English in written texts.
- recognize the literary use of dialects and regionalisms.
- identify techniques for using language economically.
- make effective use of the denotative, connotative, and emotive force of words.
- write several pieces using language appropriate to a given audience.

GOAL 6: Student will identify and use figurative language.

Instructional Objectives

Student will:

- identify and use figures of speech to sharpen perceptions and to improve the clarity of writing and speaking.
- identify and use figures of speech to enhance imagery.
- identify and use irony in writing.

GOAL 7: Student will identify and use various modes of writing.

Instructional Objectives

Student will:

- explore the purpose and effect of various modes of writing, such as narration, description, persuasion, and exposition.
- select and use the appropriate mode of writing for a specific audience and purpose.
- use details to establish point of view in a descriptive paragraph.
- create written sketches of people and scenes.
- use comparison and contrast in expository writing.
- establish a point of view, use logical development, and employ effective language in persuasive writing.
- use the correct form in writing a business letter.
- write letters of application and persuasion.
- write reports from data supplied or collected.

GOAL 8: Student will explore and use the writing process.

Instructional Objectives

Student will:

- recognize writing as a process which synthesizes thought and expression.
- identify prewriting, drafting, revising, editing, and publishing as integral components of writing.
- work individually and in groups in employing the elements of the writing process.

GOAL 9: Student will use computers as learning tools.

Instructional Objectives

Student will:

- utilize the word processor for composing, editing, and revising.
- develop skill in using the computer as a learning/communication tool.

GOAL 10: Student will identify and use writing conventions.

Instructional Objectives

Student will:

- use correct syntax, sentence sense, spelling, punctuation, and usage in written assignments.
- recognize how effective written communication requires attention to the mechanics of writing.
- use sentence variety to provide smoothness and interest, and to enhance style.
- develop/utilize editing checklists to be applied to his/her own writing.

GOAL 11: Student will utilize varying reading speeds.

Instructional Objectives

Student will:

- adjust rate of reading to the purposes and types of materials selected.
- apply the techniques of previewing, surveying, skimming, and scanning.

GOAL 12: Student will expand use of vocabulary.

Instructional Objectives

Student will:

- increase vocabulary through word analysis, etymology, dictionary skills, and the use of context clues.
- recognize the denotative and connotative functions of words.
- apply structural and contextual clues to unfamiliar words, especially newly coined words, words from content areas, and foreign phrases.

GOAL 13: Student will use resource information for specific purposes.

Instructional Objectives

Student will:

- locate and use outside resources to gain information.
- use library skills to gather information for a written research report.
- identify and use the resources in the library, such as resource personnel, periodicals, media rooms, microfilm, and data banks.
- take notes and use them to organize information preparatory to writing a research report.
- identify correct footnote and bibliography style.
- use the dictionary, thesaurus, and style books to prepare copy correctly in terms of spelling, punctuation, usage, and variety of language.

GOAL 14: Student will develop study skills.

Instructional Objectives

Student will:

- identify and select relevant information from a variety of sources.
- apply the skills of mapping, outlining, charting, and summarizing to organize material.

GOAL 15: Student will identify and cite differences among various forms of media.

Instructional Objectives

Student will:

- identify the forms and functions of mass media.
- investigate and evaluate the content, viewpoint, and style of both print and electronic media.
- discuss how information is processed and influenced by the medium selected.
- identify elements of a news article and use these in his/her own writing.
- identify the point of view in an editorial.
- identify elements which create emotional appeal in a human interest story.
- recognize and apply the formats of different types of articles, such as editorials, feature stories, social announcements, and reviews, in written assignments.
- explore and examine the diversity of specialized publications.

GOAL 16: Student will achieve independence in reading.

Instructional Objectives

Student will:

- select and read works from supplementary booklists that are promulgated by various sources such as librarians, editors, and publishers.
- guide his/her choice of material to meet personal needs, interests, and abilities and ensure that they represent a variety of genres on varying levels.

Communication Arts—Grade 11

LISTENING AND SPEAKING STRAND

PURPOSE I: Understanding and Expressing Spoken Language

GOAL 1: Student will employ effective listening strategies to analyze and evaluate oral presentations.

Instructional Objectives

Student will:

- recognize logical fallacies which lead to unsupported conclusions.
- evaluate the adequacy of the examples, details, or reasons used to support ideas.
- organize and evaluate data to prepare for class recitations, examinations, reports, and personal use.

GOAL 2: Student will use information presented orally.

Instructional Objectives

Student will:

- record information as it is presented orally.
- perceive main ideas, note supporting details, and make inferences based on oral presentations.
- organize and evaluate this data to prepare for class recitations, examinations, reports, and personal use.
- explore listening techniques in preparation for that section of the English Regents.

GOAL 3: Student will appreciate the sound and sense of poetry.

Instructional Objectives

Student will:

- determine the effects of such poetic devices as alliteration, assonance, consonance, onomatopoeia, and repetition.
- describe and discuss the impact of images evoked through the use of figurative language.
- examine metrical patterns.
- recognize how rhythm, sound, and imagery relate to the meaning of a poem.

GOAL 4: Student will identify and appreciate elements of stagecraft.

Instructional Objectives

Student will:

- identify the functions of the members of a theatrical company.
- examine the role of the director in shaping a play.
- analyze how costumes, lighting, sound effects, and scenic design contribute to the total effect of a production.
- appreciate how gestures, vocal intonation, body language, and facial expression convey characters' thoughts and feelings on stage.

GOAL 5: Student will demonstrate understanding of the dramatic tradition.

Instructional Objectives

Student will:

- trace the history of the theater from ancient times to the present by attending performances, listening to recordings, and enacting scenes from dramatic works.
- compare use of language and dramatic conventions in plays from different historical periods.

GOAL 6: Student will communicate effectively through speech.

Instructional Objectives

Student will:

- identify and analyze effective public speaking skills necessary to persuade, to inform, to demonstrate, and to entertain.
- use public speaking skills to persuade.
- use public speaking skills to inform.
- use public speaking skills to demonstrate.
- use public speaking skills to entertain.
- participate in a variety of classroom exercises, such as panel discussions, debates, and mock interviews.

GOAL 7: Student will explore dramatic characterization.

Instructional Objectives

Student will:

- use events from dramatic literature as the basis for roleplaying in a contemporary setting.
- demonstrate through performance the interconnections among characters, plot, setting, and stage directions.

GOAL 8: Student will explore and evaluate electronic media.

Instructional Objectives

Student will:

- identify the special characteristics of electronic media.
- explore the various ways that electronic media influence the communication of ideas.
- adapt written work for audio or videotaped presentation.

READING AND WRITING STRAND

PURPOSE I: Understanding and Expressing Written Language

GOAL 1: Student will seek to understand self in relation to society.

Instructional Objectives

Student will:

- compare the values of different cultures and eras as reflected in literature.
- consider the effects of social pressures on characters in literature.
- compare these pressures to those exerted on a modern student.
- evaluate ethical issues introduced in literary works.
- analyze how an author conveys ideas through characterization.
- form judgments based on literary and personal experiences.

GOAL 2: Student will demonstrate critical reading and thinking skills.

Instructional Objectives

Student will:

- demonstrate how written texts may be interpreted at different levels of meaning.
- analyze and evaluate an author's purpose and point of view.
- use prior knowledge to understand an author's message.
- use critical thinking techniques to evaluate an author's message.
- identify and evaluate a biographer's purpose.
- identify the theme or moral of a story when presented indirectly by the author.
- identify and interpret irony, satire, and parody.
- write an original story with an implied theme or moral.
- use irony, satire, and parody in his/her own writing.
- respond in writing, agreeing or disagreeing with an author's message.
- formulate questions designed to enhance understanding of literature.

GOAL 3: Student will extend appreciation of different types of literature.

Instructional Objectives

Student will:

- evaluate the effectiveness of various literary genres.
- analyze and contrast the roles of major and minor characters in plot development.
- analyze how form and technique enhance the meaning and mood of short stories, plays, novels, poetry, and works of nonfiction.

GOAL 4: Student will identify the distinguishing features of major literary periods and works.

Instructional Objectives

Student will:

- identify the unique contributions of different cultures to our literary heritage.
- differentiate between a variety of styles, such as romanticism, realism, and naturalism.
- compare works of the same genre from different cultures and literary periods.

GOAL 5: Student will explore and use the writing process.

Instructional Objectives

Student will:

- recognize writing as a process which synthesizes thought and expression.
- incorporate prewriting, drafting, revising, editing, proofreading, and publishing as integral components of the total writing process.
- work individually and in groups in employing the elements of this process.

GOAL 6: Student will use computers as writing tools.

Instructional Objectives

Student will:

- implement the entire writing process (composing, revising, and editing) at the computer.
- use software to organize and extend ideas.
- use the electronic dictionary and thesaurus to enhance vocabulary acquisition.
- explore methods of desktop and electronic publishing.

GOAL 7: Student will demonstrate understanding and use of writing conventions.

Instructional Objectives

Student will:

- achieve clarity and intelligibility by using correct syntax, sentence sense, spelling, punctuation, and usage.
- apply these conventions in writing tasks similar to those on the RCTs and PSATs.

GOAL 8: Student will expand vocabulary.

Instructional Objectives

Student will:

- increase vocabulary through word analysis, etymology, dictionary skills, and context clues.
- use expanded vocabulary appropriately in written assignments.
- apply structural and contextual clues to unfamiliar words, especially newly coined words, words from content areas, and foreign phrases.
- examine and understand the use of analogies in writing and for the SATs.

GOAL 9: Student will identify and use figurative language.

Instructional Objectives

Student will:

- identify a variety of figures of speech.
- identify elements of imagery which enhance our appreciation of poetry and prose.
- create figures of speech and use them in written assignments.

GOAL 10: Student will create original works of fiction.

Instructional Objectives

Student will:

- use an understanding of various literary genres to write short stories, essays, plays, and poems.
- develop and refine a sense of the author's voice.
- recognize and apply the concept of writing for a particular audience.

GOAL 11: Student will develop research skills.

Instructional Objectives

Student will:

- distinguish between primary and secondary sources.
- evaluate the reliability of a source.
- prepare a bibliography and use footnotes to cite sources for a research paper.

GOAL 12: Student will identify and use techniques of nonfiction writing.

Instructional Objectives

Student will:

- recognize the purposes and various uses of nonfiction writing.
- prepare business letters, resumes, autobiographical essays, editorials, newspaper articles, and research papers.
- use each of these modes of writing for appropriate purposes and audiences.

GOAL 13: Student will read independently.

Instructional Objectives

Student will:

- select works for independent reading in response to personal needs, interests, and abilities.
- develop critical judgment to assess the quality of personally selected reading materials.

GOAL 14: Student will develop test-taking skills.

Instructional Objectives

Student will:

- adapt reading style to the demands of various subjects, assignments, and standardized tests.
- follow directions explicitly to address the task at hand.
- formulate questions to clarify thinking.
- support ideas logically.
- write responses to essay questions which require the use of a variety of organizational structures, such as comparison and contrast or cause and effect.

GOAL 15: Student will evaluate and interpret media presentations.

Instructional Objectives

Student will:

- evaluate the impact of print and electronic media on society.
- recognize the obligation of the media to maintain ethical standards.
- make independent judgments about the credibility of the sources and possible bias of the writer.
- analyze the effect of propaganda and advertising techniques.
- demonstrate awareness of how perceptions of the world are influenced by print and electronic media.

Communication Arts—Grade 12

LISTENING AND SPEAKING STRAND

PURPOSE I: Understanding and Expressing Spoken Language

GOAL 1: Student will employ effective listening strategies to analyze and evaluate information presented orally.

Instructional Objectives

Student will:
- understand the need to listen attentively.
- formulate and ask appropriate questions in response to oral presentations.
- analyze how propaganda techniques may influence an audience.
- ascertain whether all available information has been examined before making final judgments.

GOAL 2: Student will utilize information presented orally.

Instructional Objectives

Student will:
- record information as it is presented orally.
- perceive main ideas, note supporting details, and make inferences based on oral presentations.
- organize and evaluate this data to prepare for class recitations, examinations, reports, and personal use.
- explore listening techniques in preparation for that section of the English Regents.

GOAL 3: Student will appreciate the sound and sense of poetry.

Instructional Objectives

Student will:
- determine the effects of such poetic devices as alliteration, assonance, consonance, onomatopoeia, and repetition.
- describe and discuss the impact of images evoked through the use of figurative language.
- examine metrical patterns and rhyme schemes.
- recognize how rhythm, sound, and imagery relate to the meaning of a poem.

GOAL 4: Student will identify and appreciate elements of stagecraft.

Instructional Objectives

Student will:
- identify the functions of the members of a theatrical company.
- examine the role of the director in shaping a play.
- analyze how costumes, lighting, sound effects, and scenic design contribute to the total effect of a production.

GOAL 5: Student will appreciate the dramatic tradition.

Instructional Objectives

Student will:
- trace the history of the theater from ancient times to the present by attending performances, listening to recordings, and enacting scenes from dramatic works of different historical periods.
- compare use of language and dramatic conventions in plays from different periods.

GOAL 6: Student will communicate effectively through speech.

Instructional Objectives

Student will:
- use public speaking skills to persuade.
- use public speaking skills to inform.
- use public speaking skills to demonstrate.
- use public speaking skills to entertain.
- participate in a variety of classroom exercises, such as panel discussions, debates, and mock interviews.
- evaluate both the delivery and content of speeches.

GOAL 7: Student will examine dramatic characterization through theatrical activities.

Instructional Objectives

Student will:

- use events from dramatic literature as the basis for roleplaying in a contemporary setting.
- appreciate how gestures, vocal intonation, body language, and facial expression convey characters' thoughts and feelings on stage.
- examine the interconnections between character, plot, setting, and stage directions.
- enact scenes from plays and experiment with mime and improvisation.
- create and use dialogue to reveal characterization and to advance the action.

GOAL 8: Student will explore and evaluate electronic media.

Instructional Objectives

Student will:

- recognize the special characteristics of electronic media.
- explore the various ways that electronic media influence the communication of ideas.
- adapt written work for audio or videotaped presentations.

READING AND WRITING STRAND

PURPOSE I: Understanding and Expressing Written Language

GOAL 1: Student will seek to understand self in relation to society.

Instructional Objectives

Student will:

- compare the values of different cultures and eras as reflected in literature.
- consider the effects of social pressures on characters in literature.
- compare these pressures to personal life experiences.
- evaluate ethical issues introduced in literary works.
- analyze how an author conveys ideas through characterization.
- form judgments based on literary and personal experiences.

GOAL 2: Student will demonstrate critical reading and thinking skills.

Instructional Objectives

Student will:

- utilize critical thinking skills in interpreting the author's message, purpose, and point of view.
- consider the different levels of meaning conveyed through figurative language.
- evaluate these literary devices and apply them to written assignments.
- generate his/her own questions to assist in exploring problems.

GOAL 3: Student will analyze and appreciate different types of literature.

Instructional Objectives

Student will:

- evaluate the purposes and effectiveness of various literary genres.
- analyze ways in which form and technique enhance the meaning and mood of short stories, plays, novels, poetry, and works of nonfiction.
- analyze and contrast the roles of major and minor characters in plot development.
- critique works which have been studied and analyzed in class.

GOAL 4: Student will identify the distinguishing features of major literary periods and works.

Instructional Objectives

Student will:

- identify the unique contributions of different cultures to our literary heritage.
- identify the distinguishing characteristics of Shakespearean and classical drama.
- differentiate between a variety of literary styles, such as romanticism, realism, and naturalism.
- compare works in a single genre from different cultures and literary periods.
- analyze drama as a vehicle for social commentary.

GOAL 5: Student will explore and use the writing process.

Instructional Objectives

Student will:

- recognize writing as a process which synthesizes thought and expression.
- incorporate prewriting, drafting, revising, editing, proofreading, and publishing as integral components of the total writing process.
- work individually and in groups in employing the elements of this process.

GOAL 6: Student will use computers as writing tools.

Instructional Objectives

Student will:

- implement the entire writing process (composing, revising, and editing) at the computer.
- use software to organize and extend ideas.
- use the electronic dictionary and thesaurus to enhance vocabulary acquisition.
- explore methods of desktop and electronic publishing.

GOAL 7: Student will expand vocabulary.

Instructional Objectives

Student will:

- increase vocabulary through word analysis, etymology, dictionary skills, and context clues.
- use expanded vocabulary appropriately in written assignments.
- apply structural and contextual clues to unfamiliar words, especially newly coined words, words from content areas, and foreign phrases.
- appreciate literary allusions and figurative language as an outgrowth of reading.
- examine and understand the use of analogies in writing and for the SATs.

GOAL 8: Student will identify and use writing conventions.

Instructional Objectives

Student will:

- achieve clarity and intelligibility by using correct syntax, sentence sense, spelling, punctuation, and usage.
- apply these conventions in written tasks similar to those found on the English Regents and the SATs.

GOAL 9: Student will identify and use figurative language.

Instructional Objectives

Student will:

- identify a variety of figures of speech.
- identify elements of imagery which enhance our appreciation of poetry and prose.
- create figures of speech and use them in written assignments.

GOAL 10: Student will create original works of fiction.

Instructional Objectives

Student will:

- use an understanding of various literary genres to write short stories, essays, plays, and poems.
- develop and refine a sense of the author's voice.
- recognize and apply the concept of writing for a particular audience.

GOAL 11: Student will refine research skills.

Instructional Objectives

Student will:

- recognize the purpose of special research tools for literary research.
- distinguish between primary and secondary sources.
- assess the scope, comprehensiveness, and significance of data.
- evaluate the reliability of a source.
- prepare a bibliography and use footnotes to cite sources for a research paper.
- use the computer to access data.

GOAL 12: Student will identify and use techniques of nonfiction writing.

Instructional Objectives

Student will:

- recognize the various purposes and uses of nonfiction writing.
- prepare business letters, resumes, autobiographical essays, editorials, newspaper articles, and research papers.
- use each of these modes of writing for appropriate purposes and audiences.

GOAL 13: Student will read independently.

Instructional Objectives

Student will:

- select works for independent reading in response to personal needs, interests, and abilities.
- develop critical judgment to assess the quality of personally selected reading materials.
- use appropriate research tools as a guide to choosing materials for specific purposes.

GOAL 14: Student will develop test-taking skills.

Instructional Objectives

Student will:

- adapt reading style to the demands of various subjects, assignments, and standardized tests.
- follow directions explicitly to address the task at hand.
- formulate questions to clarify thinking.
- support ideas logically.
- write responses to essay questions which require the use of a variety of organizational structures, such as comparison and contrast or cause and effect.

GOAL 15: Student will evaluate and interpret media presentations.

Instructional Objectives

Student will:

- evaluate the impact of print and electronic media on society.
- recognize the obligation of the media to maintain ethical standards.
- make independent judgments about the credibility of the sources and possible bias of the writer.
- analyze the effect of propaganda and advertising techniques.
- demonstrate awareness of how perceptions of the world are influenced by print and electronic media.